



Childcare Inspection Report on

Delena Davies

Swansea



Date Inspection Completed

22/08/2019

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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

Description of the service

Delena Davies has been registered with Care Inspectorate Wales (CIW) since June 2015 and provides care for up to 10 children from her home in Penclawdd, Swansea. She caters for children up to the age of 12 years old and operates Monday to Friday, 7.30am to 7.30pm. The child minder provides a service through the English language with occasional incidental Welsh.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Adequate
Leadership and Management	Good

1. Overall assessment

Children are confident, settled and have choices. They thoroughly enjoy their play and develop positive relationships with others. The child minder has a good relationship with the children and understands their individual needs well. She works to ensure children are kept safe through regular checks and a range of policies. The child minder has created a secure, welcoming and friendly environment, however some improvements are needed to allow the children to access the resources independently. The childminder is extremely well organised and runs her service efficiently.

2. Improvements

Since the last inspection the childminder has implemented the recommendations made by CIW by ensuring that all children have valid contracts in place. She has also improved safety in the garden by planting a hedge to make the edge of the path safer and purchased a number of resources including a tent, tuff tray and play kitchen as well as a summerhouse for the garden.

3. Requirements and recommendations

We have made recommendations in relation to hand washing and storage of toys and resources. These are detailed at the back of the report.

1. Well-being

Good

Summary

Children have a strong voice at this service. They know their needs, preferences and feelings will be listened to and can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. They are developing relationships and forming friendships. Children interact and co-operate well with each other and other adults, sustaining interest in tasks and engaging in a range of play. They have opportunities to influence the activities they undertake and are able to develop their independence well.

Our findings

Children speak or express themselves well as they receive a consistent response/interaction from the child minder. Children have good opportunities to make choices and decisions about their play. Children were able to choose freely, which toys to play with. For example, one child went to get a pirate ship to play with the child minder and she responded with “*Ooh! Arrgh!*” Another child confidently asked to do a particular activity, which was acted upon instantly by the child minder.

Children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines. Children went to the child minder for reassurance when we first arrived, sitting closely and leaning on her. Once they had received reassurance, children smiled and confidently came to speak to us and enjoyed sharing a cup of tea and other toys. Children chatted and sang to themselves while taking part in activities and waited patiently to begin a dough activity.

Children interact consistently well with the child minder, they co-operate well and are actively interested and engaged. The children were more than happy to share a range of toys and resources. For example, a child brought a book in to the service and happily shared it with adults and other children, turning the page and pointing to pictures while discussing what they saw. One child became very happy and animated when an older child arrived. Older children interacted positively with younger children. For example willingly sharing a toy for the younger child to play with or giving a spoon to encourage them to take part with a mixing activity.

Children are engaged in their play and learning. They enjoy a reasonable selection of appropriate opportunities indoors and outdoors and can also relax and have quiet times. Children have many opportunities to initiate their own play and to influence their tasks. Children contentedly played with cars making police car noises or “*vroom, vroom*” noises while playing. Another child played lovingly with a baby doll, changing its nappy and finding her own version of a wet wipe. Children played for an age appropriate amount of time, gladly helped tidy up and were happy to take part in an adult led activity.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve well, develop creatively, experiment and be imaginative. Children completed tasks independently with encouragement, including taking their shoes off, washing hands, rolling and stamping and helping to make the play dough. Children experience a range of outings to explore the local area, visit parks and attractions as well as regularly attending play groups and ti a fi groups.

2. Care and Development

Good

Summary

The child minder works consistently to ensure children are kept safe and healthy. She has a good understanding of her responsibilities to keep children safe and has developed effective policies and procedures. The child minder promotes good behaviour, encouraging positive interactions and acts as a good role model consistently. She promotes the children's development through a range of activities, resources and experiences.

Our findings

The child minder understands and implements nearly all of her policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. However, the administering medicines policy did not reflect her practise. Since the inspection, the child minder has updated her policy to reflect her practise regarding administering medicine. She has a very good understanding of her responsibilities to protect children. She confidently explained what she would do in response to a safeguarding scenario and has the necessary documentation available to keep the required records. The child minder consistently reminded children about safety, for example, she encouraged children to tidy up before moving on to the next activity, and made children aware of unsafe situations. For example, when one child began placing toys on top of the play kitchen the child minder explained that it wasn't safe to store them on top as they could fall. The child minder followed good hygiene practices when preparing food, after helping children with toileting and when changing a nappy. She also encouraged children to wash their hands before lunch, however the children did not wash their hands before their snack. The child minder provides well-balanced, nutritious meals and snacks and adapts these to meet children's dietary requirements.

The child minder follows the behaviour management policy and consistently implements positive behaviour management strategies. She is a good role model at all times and interactions are positive, demonstrating warmth and kindness. For example, she spoke softly and quietly, using positive reinforcement or offering alternatives to the children. When two children wanted to play with the baby doll, the child minder suggested the older child went to get another doll for the second child to play with, following this the older child; without prompting, followed the same routine when there was a confrontation about another toy.

The child minder provides a broad range of play and learning activities and has completed courses which develop this. For example, she has attended an outdoor play network day, using ideas from the day to develop her outdoor area. The child minder consistently promotes language through questioning and discussion with the children. For example, while a child played with the cars and garage, the child minder asked, "*Will that one fit? Is it stuck?*" and during the activity to make dough she questioned, "*Is it sticky? What do we*

do?" and discussed what would happen if they didn't add enough flour. The child minder knows the children in her care very well. She mainly plans activities, following the children's interests and uses observations to assess children. She records their development on a tracker and keeps photographic evidence of activities which cover the 7 areas of learning including religious/cultural celebrations. She explained that when needed, she works with parents to identify and take appropriate action in relation to any additional needs.

3. Environment

Adequate

Summary

The child minder competently ensures the environment is safe and secure for the children in her care. She has effective and accurate general risk assessments, which she regularly reviews and acts upon. The main room used for child minding provides adequate indoor play space for the number of children currently attending. The child minder offers a sufficient range of toys and resources. However, not all can be accessed independently by the children. The child minder provides age appropriate equipment and furniture and ensures all resources are well maintained, clean and safe.

Our findings

The child minder has effective measures and policies in place in relation to the safety and welfare of children. She ensures that the environment is safe, secure, and well maintained indoors and outdoors and organises regular cleaning routines that follow good hygiene practices. The child minder has appropriate safety measures in place including safety gates between each room and at the bottom of the stairs and the main door is kept locked at all times. The child minder ensures that regular heating, safety testing and fire drills are carried out and keeps all these records up to date. The main playroom has soft flooring and was clear of any hazards, with unsuitable toys deliberately kept out of reach for younger children.

The child minder uses the main play room which provides sufficient space for the number of children currently looked after. However there is another room, which is currently used for rest or quiet time, which is available should additional play space be needed. She provides a satisfactory range of play opportunities, suitable for the age ranges cared for. Although the children have access to a range of toys, not all were easily accessible. The child minder explained that she gets these toys for children, when they ask. Since the inspection, the child minder has started to alter the layout of the storage of the toys to make them more accessible. There is an outdoor play area available which is well maintained and offers some play opportunities for the children with future plans to develop this further.

The child minder ensures that children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors. There are sufficient resources to keep the children's interest. Children could choose to play with age appropriate toys and resources and the child minder explained that she rotates them regularly. There are some toys and resources to promote multiculturalism with plans to develop this further.

4. Leadership and Management

Good

Summary

The child minder is well organised and enthusiastic about her role. She works positively to implement any recommendations. She keeps all required records accurately and securely and reviews her policies and procedures regularly. The child minder works with parents to evaluate her service and actively plans and implements future developments. She continuously develops her own skills and knowledge and has developed good relationships and links with other child minders and the community.

Our findings

The child minder maintains and shares an up to date, informative statement of purpose that accurately reflects the service provided and meets the National Minimum Standards (NMS). She ensures she complies with nearly all relevant regulations, meets the NMS and reviews her policies regularly. The child minder keeps up to date with best practice and ensures that she accurately keeps the required records. The child minder is very well organised with an effective system for managing her service.

The child minder actively carries out self-evaluation. She seeks and implements the suggestions the parents/carers. The child minder has completed an accurate quality of care report, and included priorities for improvement. She is proactive in her development of the service and the parent's requests. For example, improving her Welsh language skills to support the children in her care by completing basic spoken Welsh training.

The child minder is proactive in her own professional development. For example, she has recently completed prevent training and in 2018 completed the Children's Care Learning and Development level 5 and was already planning her next training. She ensures she meets required adult: child ratios and has clear arrangements in place for emergencies. She has also applied for a grant from the local authority to further develop the outdoor area.

The child minder has good systems for communication and engagement systems with parents. She keeps parents well informed and has good links with a range of professionals and the community. The child minder uses WhatsApp to keep parents informed as well as daily verbal feedback. She keeps up to date on issues and training and regularly meets with other child minders. She has also recently attended meetings to help develop a 'transition form' for children leaving childcare and starting school or other settings.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

Following our inspection we recommend that:

- the child minder ensures that children wash their hands before eating; and
- toys and resources are stored, to enable children to access them independently.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Two inspectors visited the service on 22 August 2019 for just over 4½ hours.

As part of this inspection we:

- inspected a sample of documentation and policies;
- observed practice during the visit to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the child minder; and
- provided feedback to the child minder by telephone on 27 August 2019.

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	Delena Davies
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	Monday to Friday 7.30am – 7.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 March 2016
Dates of this inspection visit(s)	22 August 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?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 22/10/2019