



# Childcare Inspection Report on

**Marie Louise Denman**

**Holywell**



**Date Inspection Completed**

31/07/2019

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Marie Louise Denman operates a child minding service from her home near Holywell in Flintshire. She is registered to care for a maximum of 5 children under 12 years of age. She works alongside her daughter Nia Denman who is also a registered child minder. English is the main language of the service with some basic Welsh introduced into play and learning activities. The child minder drops off and collects children from local schools. The child minder does not provide an 'Active Offer' of the Welsh language.

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

## Summary

### 1. Overall assessment

Children are happy, settled and content. They experience positive interactions from the child minder. Children enjoy a range of activities, they are safe, happy and know they will be listened to and their interests taken into account. The child minder promotes children's play, learning and development appropriately. Children are cared for in an environment which is clean, secure and suitably meets their needs. Toys and resources are age appropriate and interesting to the children. The premises are safe and records and documentation are well organised. The child minder works with her daughter to provide an effective well run service. The child minder has a good relationship with parents and takes children to toddler groups to develop social skills. The child minder takes the children on regular trips and outings in the local area and further afield in order for them to learn more about the world around them.

### 2. Improvements

The child minder has purchased new toys and equipment to support the children to learn through play. All children are now all drinking water. Forms have been introduced if a child has an incident at home. Risk assessments are dated. All contracts are up to date. A child minding diary is kept. An exact record of time in and out for the children are now kept. The front door is always locked.

### 3. Requirements and recommendations

We made a recommendation within Care and Development.

## **1. Well-being**

**Good**

### **Summary**

Children speak confidently, they are listened to and are provided with a range of activities, which contribute to their development. They have positive emotional attachments with the child minder and are settled in her care. They feel safe, happy and valued. Children interact well with each other and enjoy their play and learning.

### **Our findings**

Children were confident to ask for what they needed. We saw they were listened to and expressed their choice over how they would like to spend their time. For example, when they wanted to paint they were helped to do it. The child minder responded to communication in a manner which showed interest in their choices and helped them to feel their opinions mattered. We saw 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 such as playing in the kitchen. The children were very comfortable and we saw lots of smiles.

Children were settled and relaxed in the child minder's company. They had developed positive emotional attachments which made them feel very safe and valued. We saw children playing happily, they enjoyed choosing their own toys and equipment. Children enjoyed plenty of warm affection and had settled well. They had developed a sense of belonging and enjoyed care which was relaxed and respectful of their needs.

Children were positively occupied and were confident to chat to the child minder whilst playing freely as well as concentrating on more specific tasks such as jigsaws. They made the most of the range of activities and resources which encouraged social, intellectual and language development. We saw all children were very busy and fully interested in what they were doing.

Children were content to play independently, but also expressed enjoyment when the child minder joined in with their play. Children received regular praise and encouragement which helped develop their self-esteem and confidence. Children develop well and gain independence. For example, going to the bathroom by themselves.

## **2. Care and Development**

**Good**

### **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 ensures children can enjoy their play and learning safely. The child minder promotes children's play, learning and development through a range of activities. Individual needs are met successfully and the child minder manages interactions well.

### **Our findings**

The child minder promoted children's health and encouraged children to keep well hydrated throughout the day. She provided them with responsive care. For example, when children indicated they were thirsty, they were immediately provided with drinks. 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. The child minder generally provided healthy snacks and meals with water to drink. Fire drills undertaken every month on different days made children aware of what to do in an emergency. 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 however these need to contain more information about particular hazards in each place visited. Accident and incident records were available and signed by parents as appropriate. Emergency contact cards are completed with the child's details and these are clipped onto the child's seat belt during the journey and then put in a backpack to provide emergency details during the visit.

The child minder listened and showed respect and the child minder and children interacted well with each other. The child minder listened carefully and responded to the children appropriately, resulting in them cooperating well with the child minder. For example tidying away toys and equipment. We saw consistent, realistic boundaries were set by the child minder and through positive responses, children were helped to understand simple rules. By being positive enabled children to feel good about themselves and increased their self-esteem and helped them feel valued. As a result children were exceptionally well behaved.

The children enjoyed spending time with the child minder, smiling and having fun with her as they played with the animals. The child minder was knowledgeable about children's development and successfully met their needs. We saw children's individual routines and preferences were followed. At lunch time the child minder told us about the different foods the children enjoyed and how she encouraged them to try different tastes. Notes were kept about the progress and development of all the children. The child minder ensured the children were busy with experiences they enjoy. The progress and development of the

children is recorded and scrap books contain pieces of work. Children's creative ideas are displayed along with Welsh words and phrases.

### **3. Environment**

**Good**

#### **Summary**

The child minder provides a safe, warm and welcoming environment for the children. She ensures they make good use of the premises and enjoy visits in the local community. The toys and equipment are of good quality, safe, clean and suitable for the children. Registers were completed so all could be accounted for in an emergency

#### **Our findings**

Children were cared for in a safe, secure and clean environment. The premises were secure, welcoming and well maintained. For example, the children had a place on which to hang their coat, and places for their shoes. Registers were completed so all could be accounted for in an emergency situation.

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 toddler groups. The child minder made sure equipment was safe and the environment and toys were clean, well maintained and age appropriate. 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 resources were easily reached by the children and the child minder is pro-active and considerate when investing in toys and resources which will meet children's individual needs.

All the furniture was appropriate and the environment was welcoming and attractive, making the children feel comfortable and at home. There was ample play space for the children and an enclosed garden made a safe area for children to play outdoors. There was appropriate space to rest and have quiet time and the kitchen was set out with lots of children's work displayed. Resources reflecting the wider society in which we live and a range of natural materials ensured the children had plenty of choice and could learn about the world around them.



## **4. Leadership and Management**

**Good**

### **Summary**

The child minder is well organised and manages her service effectively. She works alongside her daughter who is also a registered child minder to provide a very smooth and professionally run service. Her daughter takes responsibility for all paperwork and this enables the service to run well. The child minder plans interesting activities and outings for children which provide them with opportunities to socialise and develop. She has suitable processes in place for assessing the quality of the service she delivers and 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. She takes children out into the community and to local places of interest so the children can learn more about the world around them.

### **Our findings**

We were made to feel exceptionally welcome by the children and the child minder. The child minder works alongside her daughter to provide a very smooth and professional service. 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. The child minding diary contained information about the child minding day and what the children had been doing whilst with the child minder. 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. Required paper work in relation to individual children was in place and the child minder pro-actively sought the children's routine and preferences before they started so consistency of care could be offered.

The child minder was enthusiastic and had purchased new toys and resources. She had completed a review of the service and made improvements. The child minder was reflective and considered her practice to see how she could improve. She was keen for feedback to make changes, which would improve the experiences and outcomes for the children.

The child minder had developed positive and effective methods of communication with parents to ensure they were kept well involved in decisions about their child's well-being. A welcome pack is initially sent electronically to parents and if they have any questions these are discussed during the visit. She had regular communication with parents as well as face to face contact. The child minder effectively communicates with parents via messenger. The child minder is a member of the zoo and visits local areas of interest such as the coastal path and Wepre Park to enable the children to learn more about the world around them. The child minder takes children to a local playgroup which is based at the

school where the children will go in order to familiarise themselves with the school surroundings which will lead to an easier transition.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

Risk assessments should contain more information about particular hazards in each place visited.

## **6. How we undertook this inspection**

This was a full inspection as part of our schedule. It was semi announced to ensure the child minders availability. One inspector visited the service on 31 July 2019 between the hours of 11:00am and 2:00pm. We received written confirmation from the child minder that recommendations had been completed.

We

- inspected documentation and policies;
- gave feedback to the child minder;
- considered the safety and suitability of the environment for the 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.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Marie Louise Denman
Registered maximum number of places	5
Age range of children	Under 12 years of age
Opening hours	Flexible to take into account parental need
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8 September 2016
Dates of this inspection visit(s)	31 July 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 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:	

Date Published 08/11/2019