



Childcare Inspection Report on

Flavia Baptista

Wrexham



Date Inspection Completed

12/03/2020

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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

Flavia Baptista (Kids World) is registered to care for six children when working alone, and nine children when working with up to two other child minders at the home of Maria Costa, Wrexham. The service is open Monday to Friday 06:30am – 18:00pm during term time and school holidays. Care is provided through the medium of English, Portuguese, Polish and basic Welsh as an additional language.

Summary

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

1. Overall assessment

Children are settled and happy and speak to the child minder in their home language and English. They play and mix well with other children and the adults caring for them. The child minder is caring and kind and keeps children safe and healthy. Some improvements are needed to make sure practices are the best they can be. The home is child friendly and very suitable and for childcare. There are a lot of play and learning resources and equipment for all ages, ensuring children's needs are met. The child minder is a member of a strong team of child minders and organises and manages the service well with others.

2. Improvements

The child minder has contributed to improvements at this service, such as renewing play items, being involved with the annual quality of care review, listening to parents and improving practices.

3. Requirements and recommendations

We recommended the child minder includes reference to the Foundation Phase in documentation and organises records in relation to accidents and existing injuries.

1. Well-being

Good

Summary

Children of all ages make their needs known to the child minder. They are always listened to and get good responses. They choose who they play with and what they do. At mealtimes their likes and dislikes are considered and choices are given. Children are happy because they feel safe, respected and valued. They are active and curious learners and are learning a variety of skills. As a result children are developing well and becoming independent.

Our findings

Children just have to say or use body language to be understood and let others know what they want, and the child minder responds appropriately. For example one child called out 'I want to go out' and was responded to with 'you want to go out ? ok'. A young child held out their arms out when wanting to go in the car in the garden and was promptly lifted in. The play room and covered area outdoors make it easy for children to choose their play as it is set out at a height where children can reach play items.

Children are safe and are happy when left by their parents. They settle quickly and move around the home exploring and helping themselves to toys and books. Children know where their coats and shoes have to be stored and are use to routines. Children enjoy looking at photos and their craft work on walls, which gives them a sense of belonging.

Children mix well with each other and the adults looking after them. They have plenty of fun running after the bubbles, jumping up and down with excitement and waving their hands, demonstrating how happy they were with those caring for them. They are learning to share, for example when taking turns with the bubbles and scooters outdoors and are beginning to understand the needs of others. Children help the child minder get the tables ready for lunch and to tidy the play room before going outdoors. Children are polite, one child was praised for their constant good manners which set a good example to others.

Children are lively and curious learners and enjoy a variety of different activities. They are interested in what they learn from play such as using gel balls to learn about measuring and counting. They enjoy a well told story and learning English and Welsh words through songs and rhymes. They are becoming more independent as they are encouraged to use the toilet by themselves and to dress to go outdoors. They help themselves to toys and resources from the areas of play and are able to put away their plates and cups after snacks and mealtimes.

2. Care and Development

Good

Summary

The child minder creates a caring and safe place for children by following policies and procedures. She makes sure children have healthy food and are kept active by playing outdoors as often as they can. The child minder manages interactions well, being a good role model and using positive ways which work for individual children. The child minder is professional and committed to caring for children. She encourages them to learn through play by providing stimulating and interesting activities. She meets children's individual needs, including additional and medical needs to ensure their wellbeing.

Our findings

The child minder has policies and procedures in place which are followed. For example, records such as nappy changes and sleep times are kept as a priority. The child minder has completed safeguarding training and has a current first aid qualification. Accident and incident forms show such events are dealt with appropriately, and parents are told, however the organisation of these records needs to be improved further. The child minder responded well to minor falls, reassuring children in their home language and offering comfort. Healthy eating and regular exercise are promoted. The child minder makes sure children enjoy the benefits of playing outside daily, she told us 'they love to come outside.' Children were given homemade nutritious meals such as salmon with broccoli and sweet potato, homemade soups and fruits. High chairs and tables were cleaned effectively and aprons and gloves were worn when food was being served. When told the child minder understood the need to improve hand washing techniques and frequency due to the onset of the Covid-19 outbreak. Records of regular fire drills showed the child minder and children know how to evacuate the home safely.

The child minder manages children's interactions successfully by giving simple explanations which help the children to co-operate, behave well and learn social skills. This is often done in additional languages which the child minder has learnt. She engages well with children, for example helping to find toys at the bottom of a box and joining in with imaginative play when travelling in the large wooden car with children, beeping the horn and dropping off their friends. The child minder is a good role model and encourages children to be well mannered. She praises good behaviour such as, helping to tidy, eating all their food or waiting for a go and sharing.

The child minder consistently promotes children's learning by providing a suitable well resourced play space, and meeting individual needs. Reference is needed however to the Foundation Phase in planning and the statement of purpose. The child minder knows the children well and makes sure they receive responsive and caring support. For example the child minder held the hands of a child

learning to walk in the garden and an older child was held whilst they learnt to bounce on the inflatable hopper. The child minder has details of children from parents in registration forms, such as knowledge of children's allergies, what they like to eat, favourite activities and information about their families. She actively promotes children's development by planning activities and topics with these details in mind. We saw stimulating play such as counting the magnetic shapes when making 3D houses and encouraging children to interact with a phonics programme on an electronic tablet. A record of children's progress is kept in their 'My achievement Book' and contains examples of work completed, photographs and developmental comments in an 'I can' flower designed to capture developmental milestones. These books are started when a child starts at the service and is handed to parents when they leave as a learning record. The child minder effectively promoted the Welsh language and the different cultures of the children she cares for besides having an awareness of other cultures.

3. Environment

Good

Summary

The child minder works in a clean, secure and safe environment. Written risk assessments help her to be aware of how to keep children safe. Children are supervised well both inside and outdoors. The play space is very suitable being child centred giving the children ample first hand experiences. The quality of toys and games are good and the child minder makes good use of them to create an interesting and stimulating environment for children. The child minder uses a car to collect children from nursery school on a daily basis, all required documentation was in place.

Our findings

The child minder makes sure the environment is safe, clean and secure. Children are supervised well both inside and outdoors and closed circuit television systems help to strengthen this. All areas inside and outside are hazard free, for example a fire guard was being used in the lounge and children are constantly reminded how to behave with certain play items, for example being asked not to put small gel balls into their mouths when playing in the water tray, and distracting little ones away from such activities. Written risk assessments were completed and a record of broken toys seen. The premises were well maintained and a rota ensured all three child minders were sharing cleaning duties, this included checking toilet and nappy changing areas throughout the day and keeping appropriate records.

The play space is child friendly and an interesting place for children to be in. The main playroom is spacious and areas of play and learning were set out at child height for children to access easily. Indoors sturdy, child sized chairs and tables were used and children's work was attractively displayed. The outdoor area was used daily and included a large area of artificial grass, covered decking area with outdoor classroom area and a large, sturdy play house. There are suitable nappy changing and toilet facilities with a step enabling all children to use them independently. A clean and safe food preparation/kitchen area is also available.

The child minder makes sure children can access a wide range of good quality, age appropriate and stimulating play and learning resources. They are clean, in good order and are stored safely. The child minder has provided books and toys to represent the wider society and promote equality. Suitable resources meant multi-cultural events could be planned for and celebrated. Sustainable materials were being used for modelling activities.

4. Leadership and Management

Good

Summary

The child minder is experienced, knowledgeable, forward looking and keen to provide a good service along with others. Self-evaluation is effective and improvements are made considering all involved, which produce positive outcomes for children. The child minder makes sure she has sufficient on-going training, support and resources and takes part in meetings to appraise others and reflect on what contributions she has made to the service. Partnerships with parents are strong, with a positive attitude of respect and value for others.

Our findings

The child minder is committed and enthusiastic in her role. She has a strong sense of purpose, doing what she does for the benefit of families in her locality. Her expectations to promote improvement and good outcomes for children shines. Policies and procedures are regularly reviewed and Data Protection requests and permissions from parents are respected. The child minder is happy and competent in her work and has recently extended her qualifications to include a level 3 in Play Work to compliment her relevant level 3 child care qualification. We saw consistent good practice as she works well as part of a team, offering others support when needed. For example by meeting regularly to discuss practice, roles and children's needs. The child minder makes sure legal obligations are met such as having public liability insurance and a current disclosure and barring service check.

The child minder knows her service well and promotes an effective, positive approach to self-evaluation annually. The review of contracts, risk assessments and use of questionnaires for feedback as part of her quality of care report, reflected the extensive measures taken to ensure improvement such as providing additional parking spaces to the front of the home and laying artificial grass in the rear garden. Parents can influence the running of the service by speaking to the child minder and by completing questionnaires. Children are consulted regularly about activities and are encouraged to show their feelings about activities by showing a smiley face to say they like something. The child minder keeps photographs of the children enjoying activities and has created scrapbooks showing children's progress over the years. The child minder has a good knowledge of children enabling her to meet their needs promptly and effectively. She has a gentle and kind manner with the children.

Relationships with parents are very good and considered to be of great importance. The child minder communicates with them regularly and they spoke with her freely. Photographs are forwarded to parents on a secure phone application together with general comments of their day. Parents collecting their children were given time to talk and there is a good wide-ranging exchange of information. Parents were happy to speak of the child minder positively in returned questionnaires, expressing the measures they take to support the children and their families.

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 includes reference to the Foundation Phase in documentation such as the statement of purpose, planning files and achievement records. Details of how the Foundation Phase can be found in the National Minimum Standards document and online, and
- the child minder organises accident, incident, existing injuries and medication records appropriately, so they are easy to find and in date order.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 10 March 2020 from 10:00am to 13:00pm and on 12 March 2020 from 13:30pm to 17:00pm.

We:

- inspected a sample of documents and policies including the statement of purpose and annual quality of care report;
- observed practices and completed observations to evidence children's engagement and the care being provided;
- spoke to the children, parents and child minder;
- inspected the areas used, and
- reported 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

Type of care provided	Child Minder
Registered Person	Flavia Baptista
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	06:30 – 18:00 Monday to Friday throughout the year
Operating Language of the service	English, Portuguese and Polish
Date of previous Care Inspectorate Wales inspection	31 January 2017
Dates of this inspection visit(s)	10 March 2020 12 March 2020
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 people/children who use, or intend to use their 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:	
This child minder works with Maria Costa and Ana Lobo	

Date Published 03/08/2020