



Childcare Inspection Report on

Suzanne Davies

Deeside



Date Inspection Completed

09/01/2020

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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

Suzanne Davies is one of three registered child minders operating from her family home in Connah's Quay, Flintshire. When working alone the child minder can care for up to ten children, when working with an assistant or other registered child minder the maximum number of children to be cared for is 16 under 12 years, this includes any of their own children. The service operates between the hours of 08:00 and 17:30 Monday to Sunday throughout the year except for bank holidays. The main language used at this service is English with basic Welsh used as a second language. The service does not provide a Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children are happy, settled and content. They experience exceptionally positive interactions from the child minder. Children enjoy a wide range of activities indoors and outside. They are safe and know they will be listened to and their interests will always be taken into account. The child minder promotes children's play, learning and development highly effectively. Children are cared for in an environment which is clean, secure, well organised and suitable for their needs. Both indoors and outside are exceptionally well equipped to provide outstanding learning opportunities for children. Toys and resources are age appropriate and strongly appeal to the children enabling them to have fun and follow their interests. The premises are safe and all documentation are highly organised. The child minder has a positive relationship with parents.

2. Improvements

Since the last inspection, the childminder has completed the Child Care Learning and Development level 5 and also attended courses. She has put her learning into practice by introducing ideas and buying new toys and equipment to support the children to learn effectively through play. Mandatory training has been renewed such as safeguarding, paediatric first aid, along with food hygiene, Autism Awareness and Makaton.

3. Requirements and recommendations

None

1. Well-being

Excellent

Summary

Children speak and or communicate non verbally exceptionally confidently. They are listened to and know what is available to them and when they make suggestions or requests, whatever they ask for is quickly provided. Children are highly motivated to try new activities and are clearly excited to play and discover. Activities contribute effectively to their development. Children have strong and positive emotional attachments with the child minder and are settled in her care. They feel safe extremely safe, happy and valued. Children interact well with each other and enjoy their play and learning together.

Our findings

Children were extraordinarily confident to ask for what they needed and they were responded to without delay. All attempts at communication were valued. We saw they were listened to well and expressed their choice excitedly about how they would like to spend their time. For example, when they wanted to play with the sensory box they were helped to talk about what item they picked out, describe the textures, such as how it felt, soft, shiny, rough or squidgy. When children asked for more resources, this led to imaginative play using various dressing items up. Then, fetching musical instruments and singing songs. babies crawled over with curiosity. Their non-verbal cues were encouraged and they were able to participate by joining in a game of peek a boo. Children smiled and lots of laughter was heard. After school, the older children chatted to their friends, talking about their school day and what they would like to do from the array of choices available. Others simply went to the quiet area to relax before their meal. All of the children were exceptionally comfortable with each other and their careers.

Children have positive emotional attachments with the child minder and her staff which makes them feel secure, safe and valued. They benefit from an abundance of warmth and affection and have a sense of belonging. They enjoy being cared for because the atmosphere is relaxed, joyful and respectful of their individual needs. We saw how the daily routine is familiar such as having a nap or some quiet time straight after lunch. This ensures children feel secure as they know what is going to happen next.

Children interact in a positive and enthusiastic way with each other. They play together happily and take turns to talk and listen and invite others to join in or look at their achievements. For example a group of children were making various things from pipe cleaners, without any adult support or intervention they collaborated, sharing ideas and making suggestions. Self-help skills are strongly encouraged with assistance given when needed. Most children can access the toilet and handwashing facilities independently, follow their personal interests and benefit from an inspiring selection of play and learning toys and resources which are within reach and easily accessible even by the very younger

children. Between each phase of the day it was remarkable to see children happily helping to tidy away and treat resources with respect. The child minder was so proud of the children's efforts, she told us about the outdoor ice activity they had enjoyed earlier that morning, despite the cold weather, and they keenly dressed up in suitable clothing appropriately and happily spent time outdoors.

2. Care and Development

Excellent

Summary

The child minder (and the co-workers she employs) create a caring and secure atmosphere and keep children safe and healthy successfully by implementing agreed policies and procedures. Interactions are managed extremely well, being good role models and using positive and effective strategies. The child minder is highly professional and committed and actively promotes children's learning through play, providing stimulating activities. She meets children's individual needs, including additional and medical needs to ensure their wellbeing.

Our findings

The child minder promotes children's health well and encourages them to keep hydrated throughout the day, each child has their own water bottle, which are within easy reach, and she also reminds children to remember to drink water regularly and tops up the bottles as required. The child minder attends a Paediatric First Aid course every year to refresh her skills along with safeguarding training in order to effectively update her knowledge and keep children safe. The child minder provides healthy snacks and meals with milk or water to drink. She has obtained a copy of the latest nutritional guidance from the Welsh Government to ensure she is providing healthy and nutritious menus in line with current recommendations.

The child minder is a good role model and manages children's interactions successfully, using effective strategies, including giving simple explanations, helping children to co-operate and learn social skills. The first language of the service is English, however we heard Welsh words, phrases and songs being incorporated, Makaton is used when communicating with children, and they responded back. This is a large service caring for up to 16 children at certain times. Staffing ratios exceed the recommended, therefore the child minder and her staff are consistently able to engage well with both individual small groups of children. For example, playing with them and making snack and mealtimes social occasions. The child minder encourages the children to be polite and she praised and celebrated good behaviour such as, helping to tidy up or waiting to take their turn with a toy or activity. Children are earnestly rewarded in various ways for behaviours such as being kind and considerate.

The child minder consistently promotes children's learning through providing a suitable play environment and she meets the individual needs successfully, as she knows the children well. A nurturing and caring atmosphere and responsive care is effectively delivered, as she has up to date details about the children, from parents and carers both verbally and in registration forms, such as knowledge of children's allergies of additional needs. The child

minder actively promotes the development of children by planning purposefully and providing stimulating play and learning activities, such as structured play, creative activities, messy play, fun in the garden, musical stimulation, group activities as well as supervised free play. Plenty of natural and freely available recyclable materials are used helping children to learn about sustainability and the world around them. In addition to the home based activities, the child minder accesses age appropriate activities in the local community, such as playgroups, Rhyme time, Ti a Fi, soft play, as well as activities for older children during school holidays. The Welsh language and culture is effectively promoted and children had an awareness of other cultures.

3. Environment

Excellent

Summary

The child minder provides care in a meticulously clean, comfortable and stimulating environment in which children can flourish. She has been creative in providing children with exceptional play areas across the entire premises which puts children first. Resources are of very good quality and appropriate for the children's needs. The premises are secure; the outdoor areas are enclosed and the front door was locked to prevent unauthorised access. We were asked to show identification and to sign the visitor's books on arrival. Closed circuit television is used to monitor all areas of the premises.

Our findings

The child minder ensures extremely effective and appropriate measures are in place to keep children safe. Off road parking is available, making drop off and collection easier. In the event of an emergency, procedures are displayed prominently for visitors to the service. Records we viewed confirmed fire drills had been performed regularly and incorporated a variety of scenarios to ensure children were aware of different escape routes and were used to leaving the premises at different times of the day. The child minder had identified risks within the premises and these are included in written risk assessments showing how these were managed and where possible eliminated. These records are regularly reviewed by all three child minders working at the premises and were signed and dated.

The child minder provides a child friendly, interesting environment for children. Steps, potties and a toilet seat are available in the bathroom to promote children's independence. A liquid soap dispenser, a warm air drier and or paper towels are placed at children's height. If they prefer children can use individual flannels as some children do not like the sound of warm air driers. High chairs were available for use aiding children's development. These are clean, safe as they are fitted with five point harnesses, and in good working order. The child minder told us toys and equipment were regularly cleaned with anti-bacterial solution minimising the risk of cross infection.

Toys and resources are exceptionally clean and in a very good condition. A significantly wide range of toys and resources are available for children including a construction area outdoors with foam bricks, a small selection of loose parts including wooden coils, play trucks and diggers for use in the sand and construction area. Indoors, areas of learning had been set up in the play room, with a wide range of resources available to children in storage units and laid out on work surfaces. Most toys were made from natural materials, such as wood, enabling children to gain a good understanding of sustainable and natural resources. The outdoor toys were stored appropriately when not in use.

4. Leadership and Management

Excellent

Summary

The childminder is experienced, knowledgeable, forward looking and strives to provide a good service. She is also highly dedicated, motivated and diligently organised. Self – evaluation is comprehensive, effective and improvements are made considering all involved which produce positive outcomes for children. The child minder manages her staff well and ensures they have sufficient on-going training, support and resources. Partnership with parents and the local schools and professional are strong and reflect a strong ethos of respect and value for others in the community.

Our findings

The child minder has a committed and enthusiastic approach to her service. She has a sense of purpose and expectations to promote improvement and good outcomes for children. Legal obligations are met such as public liability insurance. The child minder has strong leadership skills, as a result there is a happy, competent and well supported team of child minder's and assistants working with her who all work as a team. For example, we saw consistent practice throughout the child minding service and intuitive partnership when caring for children by anticipating the children's needs in a patient and kind manner.

The child minder knows her service well and keenly promotes an effective, positive culture of continuous self-evaluation and makes improvements. For example, the investments made in the last year have been well used and continue to be utilised in the service, many of the children enjoy construction type activities which the child minder researched. Positive feedback was received by the local schools about how well the child minder supports children with their independence skills getting them ready for school nursery and full time reception class. Teachers added they have even adopted the child minder's ideas on how to encourage the children to put their coats on.

The child minder and her staff have completed a number of relevant and advanced courses including behaviour management and Makaton to support children with speech and language and manage frustration when some children have difficulties communicating.

The child minder has in place effective and positive methods of communicating with parents which include, email, text, questionnaires, newsletters and the most popular recent addition using secure social media. Three parents told us they enjoy seeing photos of their child as the child minder does observations and are also happy with the timeliness and detail of the daily diaries. We saw the child minder greeting all parents warmly and positively as they collected their child, and spent and gave the amount of time needed to speak with them sharing information about the child's day.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full, unannounced scheduled inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on Thursday 9 January 2020 between the hours of 12:15 and 17:00

We:

- Inspected a sample of documentation, policies and procedures including the statement of purpose and quality of care report;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children present;
- spoke to the child minder, 2 other registered child minders at the premises, assistant and student;
- spoke to 3 parents as they collected their child;
- accompanied the child minder on the afternoon school pick up;
- looked at all areas used by the children and resources on the day of our inspection, and
- gave initial feedback of what we found on the day, and gave detailed feedback via telephone.

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	Suzanne Davies
Registered maximum number of places	10 children when working alone, 16 children when working with another registered child minder or assistant. The children of child minders and assistants must also be included.
Age range of children	Under 12 years of age.
Opening hours	Core hours are 8am to 5.30 pm Monday – Friday throughout the year except for bank holidays. In addition, early mornings, evening, weekends and overnight care can be provided by arrangement.
Operating Language of the service	English, with Welsh promoted as a second language.
Date of previous Care Inspectorate Wales inspection	31 March 2017
Dates of this inspection visit(s)	9 January 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?	No
Additional Information: Elouise Robinson, Sian Turnbull Davies also child mind from this property.	

Date Published 04/08/2020

No noncompliance records found in Open status.