



# Childcare Inspection Report on

**Rebecca Read**

**Deeside**



**Date Inspection Completed**

04/09/2019

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## **Description of the service**

Rebecca Read, also known as 'Star Tykes Child Care' is registered to provide childcare for up to ten children under 12 years of age. The service is located in Connah's Quay, Deeside and operates Monday to Friday from 08:00 – 18:00. English is the main language used. Welsh is promoted as an additional language. The service does not provide an 'Active Offer' of the Welsh language.

## **Summary**

### **1. Overall assessment**

Children at this service are listened to and are content. They are cared for by a child minder who promotes their health and who positively supports their development. They are cared for in an environment which is clean and secure with due consideration given to their safety. The child minder is well organised and ensures records are kept up to date.

### **2. Improvements**

Since the last inspection the child minder has developed her community links further and now offers children as young as two years the opportunity to attend community sports clubs.

### **3. Requirements and recommendations**

There were no recommendations for improvement made during this focussed inspection.

# 1. Well-being

## Summary

Children are comfortable. They frequently express themselves and actively make choices as they know they will be listened to. They are happy and are forming meaningful friendships. They interact positively with each other and comply with the rules for socially acceptable behaviour well. They are active, curious, and find exploring the range of toys and resources available to them fulfilling. They are encouraged to develop their independence and are becoming skilful when doing things for themselves.

## Our findings

Children expressed themselves well and communicated their needs to the child minder confidently as they knew they would be listened to. For example, when asked if they would like some more water, a child replied with *'No thanks – I want to sleep now.'* which was respected. Children moved around the lounge freely, choosing from the range of toys which were available to them. They expressed enjoyment when singing songs with the child minder and were settled and relaxed in her company. Positive emotional attachments between the children and the child minder were apparent with goodnight cuddles being requested from the children and offered by the child minder.

Children had formed friendships and had a sense of belonging. A child, arriving part way through the inspection, was greeted enthusiastically by name and with smiles from the other children. Children took appropriate care of the toys and equipment they used, they co-operated with each other well and were learning to share and take turns appropriately. They were able to play alongside each other, share experiences and were enthusiastic to be involved in the play based activities available. For example, when mark making on the whiteboards.

Children engaged positively in their play and persevered for an age appropriate amount of time before finding a new activity of interest. For example, moving from playing with an interactive toy to helping themselves to books from the low level storage unit. Children had the opportunity for child initiated uninterrupted play as well as natural engagement with the child minder which supported their learning and development.

Children were developing and becoming independent. Their speech and language was developing and they were confident to chat to us about their hobbies and interests. For example, karate, which the child minder took the children to. They were actively encouraged to achieve things for themselves for example, wiping their own faces after lunch and had their efforts celebrated.

## **2. Care and Development**

### **Summary**

The child minder is well organised and has effective processes in place to keep her knowledge and training up to date and to track the children's development. She has a secure understanding of how to keep children safe and healthy and manages interaction with the children in a nurturing and calm way.

### **Our findings**

The child minder keeps records and training up to date to ensure children remain safe and healthy whilst in her care. For example, attendance registers, First Aid training and safeguarding training were all up to date. She promoted healthy eating through the homemade food she provided and ensured children were offered variety by planning a three weekly menu which was nutritionally balanced and varied. The child minder ensured children had opportunities to be physically active and socialise with other children. For example, by regularly attending soft play areas. She had an appropriate understanding of safeguarding and ensured children's safety was put first, for example, our identification was checked before we were allowed entry to the child minding premises.

The child minder used her experience and knowledge of child development well to plan for age appropriate, stimulating activities and experiences. She tracked the children's development efficiently using an interactive telephone application and shared this easily and frequently with parents. The child minder had a consistent, calm and nurturing approach with the children. The children responded positively to the child minder and understood the rules and expectations of the service. The child minder described the appropriate behaviour management techniques used within the service and how these are communicated to parents. The child minder acted as a positive role model to the children, modelling positive play and offering frequent, positive reinforcement of good behaviour. The child minder listened to the children carefully and confidently met the children's needs. For example, whether they wanted the blanket on or off for their sleep.

The child minder is developing her understanding of the Foundation Phase curriculum and had planned themes and activities which implement the principles and which will help the children to develop. The familiar daily routine ensured children had stability and a positive balance of busy active times, interspersed with quieter times to reflect and rest.

### **3. Environment**

#### **Summary**

This inspection focussed on the Well-being and Care and Development of children. CIW did not consider it necessary to look at the Environment on this occasion as it raised no cause for concern during the inspection. This theme will be considered at future inspections.

### **4. Leadership and Management**

## **Summary**

This inspection focussed on the Well-being and Care and Development of children. CIW did not consider it necessary to look at the leadership and management of the service on this occasion. This is because, it raised no cause for concern during the inspection and the child minder is making appropriate notifications which keep CIW well informed. This theme will be considered at future inspections.

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

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

None

### **5.2 Recommendations for improvement**

No recommendations were made during this focussed inspection.



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

This was a focussed inspection initiated from a notification made by the child minder. This inspection focussed on Well-being and Care and Development. One inspector visited the service unannounced on Wednesday 04 September 2019 between 12:20 – 14:05 hours. We:

- observed activities and interactions between the child minder and 3 children present;
- looked at a range of records and documents including contracts, the statement of purpose, children's records, daily feedback, registers and policies and procedures;
- we viewed the parts of the premises used for child minding and considered the safety measures in place;
- we spoke with the child minder in relation to the notification and our findings were given to the child minder during the inspection visit.

There were no new ratings given during this focussed inspection.

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	Rebecca Read
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	08:00 – 18:00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 October 2018
Dates of this inspection visit	04 September 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 service does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	

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