

Childcare Inspection Report on

Rebecca Read

Deeside



Date Inspection Completed

12/12/2019

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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

Rebecca Read is registered to look after a maximum of 10 children up to the age of 12 from her family home that she shares with her daughter and partner in the town of Connah's Quay, Flintshire. The language of the service is English with children introduced to basic Welsh words. The childminder does not provide an 'Active offer' of the Welsh language.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children are well settled and happy. They are able to confidently communicate their wants and needs and know they will be listened to. The child minder is committed to providing an environment where children flourish and she has detailed knowledge of children's individual needs. The environment is comfortable and the resources appeal to children's interests. The child minder has a clear vision for her service and strives to implement continued improvements to drive the service forward.

2. Improvements

No recommendations were made at the last inspection.

3. Requirements and recommendations

Recommendation were made in relation to healthy eating and infection control.

Good

1. Well-being

Summary

Children are listened to and are happy and settled. They enjoy spending time with one another and show kindness and affection towards those around them. The activities are interesting and fun and children are supported to complete suitable tasks for themselves, enabling them to make progress.

Our findings

Children expressed themselves well, because they received meaningful and positive interactions from the child minder. Children confidently told the child minder how they were feeling and what they wanted to do. They were given time and attention, which enabled them to respond positively. They were asked how they were feeling and whether they wanted to join the others who were making Christmas cookies. Their wants and moods were carefully considered and sensitively managed. A child uncertain about eating dinner, was comforted and was able to bring his comforter with him to the table. After hearing from the child minder he could just sit with his friends if he wanted to, he did so happily and ate most of his meal.

Children were forming friendships and it was apparent they enjoyed spending time with one another. They spoke to each other about their day, laughing and joking with one another. They compared Christmas concert stories and showed one another what their role had been in their respective shows. The children experienced a consistent and secure routine. They reminded each other that they had to wash their hands before 'tea'; and they all laughed together when they told us that they were not very good at keeping their personal belongings tidy when they arrived home from school.

Children told us how they all had 'buddies'; the older children went on to proudly tell us how they all had a younger child they were to help in an emergency. For example, when they practice fire drills an older child will hold a younger child's hand and make sure they are ok. The children experienced a strong sense of belonging.

Children were polite and always used their manners. When asked which biscuit cutter they wanted to use, they responded positively, with please and thank you and waited their turn if another child had selected the same one. They checked to make sure all of them had made a biscuit in each shape, showing empathy and kindness towards one another. They were eager to show and talk to us about what they were doing, and all of them wanted to tell us how much they enjoyed coming to 'Rebecca's'.

Children were able to complete suitable tasks for themselves, such as using the toilet and washing their hands. They kept the toys when instructed to do so and younger children were encouraged to self-feed and took pride in being able to copy the older children.

Feedback from parents positively reported on how their children had made progress since being cared for by the child minder, in particular how their speech had progressed and they had benefited from the arts and crafts activities. At the end of each day the children were treated to a disco. Children knew the routine and tidied their toys in preparation. The lights were dimmed and they danced and sang to familiar songs in time with the disco lights used. Once the songs had finished they knew to go and get their coats and shoes, as it would soon be time to go home. The clear order of the day made transitions easy for the children.

Good

2. Care and Development

Summary

The child minder fully understands her responsibilities in relation to keeping children safe and healthy. She is well organised and plans to meet children's individual needs well. She provides children with stability and routine enabling them to make good progress.

Our findings

The child minder fully understood and placed high importance on ensuring she always promoted children's health and well-being and kept them safe. Policies and procedures had been reviewed and updated annually and these were shared with parents. The child minder ensured she had an up to date first aid qualification and safeguarding training had been updated. Accident and medicine forms had been completed fully and signed by parents to evidence the information had been shared with them. The child minder kept a record of any children with allergies and ensured their needs were met. Snack and meal times followed a 3-week rotating menu, with the child minder adapting the meals offered dependant on the season, however the child minder was not familiar with Welsh Government food and nutrition guidance. Milk and water was offered to drink and physical activity was a part of each day. We saw photographs of the children being taken to the local park and they had immediate access to the garden to play outside in the fresh air. Hands were washed when required and tables were wiped before eating. Gloves were worn when changing nappies, but no cover was placed on the mat and no apron was worn by the child minder.

The child minder demonstrated a sound understanding of children's development and how this affected children's behaviour. She evidenced how care was tailored to individual children and their individual circumstances and feedback from parents further evidenced how much families valued the personal and caring approach taken by the child minder. The child minder was consistently responsive and listened and respected children's views. Open ended questions were frequently used, meaning the children were invited and encouraged to respond fully, explaining why they wanted to take part in a specific activity. The interactions were kind and warm. For example, a child excitedly shared with the child minder all about their Christmas concert and asked if they could wear the costume upon their return home. The child minder listened with genuine in interest making the child feel valued and listened to.

The child minder was aware of children's individual development and planned activities accordingly. An activity plan was available and this was followed, taking in to consideration children's ages and stages of development. The child minder had sought to make use of various resources which would support her to be able to plan effectively. A three week rotating activity plan was followed, where the child minder provided continuous provision of play reflecting the main theme and activities which were changed daily. Through the use of

an interactive telephone app the child minder planned well to meet individual needs, the progress that had been made was reviewed regularly and the information was shared with parents through the app and also in one to one meetings.

3. Environment

Summary

The child minder provides a safe and secure environment for the children. Risk management procedures are effective and the space available provides children with appropriate activities and resources.

Our findings

The child minder implemented effective measures to ensure the environment was safe and secure. Comprehensive risk assessments had been completed; these had been reviewed regularly and acted upon. In addition daily safety checks were completed for both indoors and outdoors and these highlighted any changes in the environment meaning the child minder had ensured the environment was as reasonably practical, free from risks to children's safety. External doors were locked, and we were requested to show our identification and a record of visitors to the property was also kept. This meant the environment was safe from unauthorised access. Fire drills had taken place regularly meaning the child minder and children would be familiar with the process to follow should they need to leave the building in an emergency.

The child minder managed children's safety when away from the premises by making sure children fully understood what was expected of them. For example, when picking children up from school, the child minder parked her car in a quiet side street, meaning there was less traffic. Younger children were transported in a pushchair and older children walked alongside, knowing they were to hold on to the side of the pushchair at all times.

The child minder implemented effective cleaning routines and once a month, cleaned the resources and replaced any broken or damaged toys. The environment provided children with reasonable space to move freely and it appropriately met children's needs. The outdoor space was regularly used and offered children a basic range of activities. The child minder used the space well to ensure the smooth running of the service. An additional play room was available for older children returning from school, this allowed children some quiet space for home work and relaxing and the activities and resources reflected their age. However, over time the child minder noticed the children preferred to all spend time together and the room is now only used infrequently.

The premises were welcoming, warm, and accessible to all and the child minder used it well to ensure the smooth running of the service. The child minder provided access to good quality resources that were age appropriate. They were well maintained with sufficient quantity available for all to use. Sustainable and recycled materials were used where possible; for example, cardboard boxes were used for a wealth of different activities, and

the children enjoyed cooking in the kitchen. The resources were stored in labelled boxes within easy reach for the children meaning they could access what they wanted on their own. Soft play mats were made available for children to use when taking part in activities on the floor, meaning they were comfortable and they enjoyed creating Christmas cards together. The children learnt about the world around them, and helped take care of tropical animals. The child minder regularly had sessions where the children could touch and feel the animals. Risk assessments had been completed and parents reported children enjoyed these experiences.

4. Leadership and Management

Summary

The child minder is dedicated to providing families and their children with a service that is tailored to meet individual needs. She is knowledgeable about her regulatory responsibilities and implements sound procedures to regularly review and evaluate her service. She successfully works in partnership with parents.

Our findings

The child minder has a definite vision for the service and she competently shares this with others. We found the child minder had ensured her statement of purpose and policies and procedure were up to date and informative, All documents had been regularly reviewed and updated as required. The child minder sets high expectations for herself and endeavours to implement current best practice relevant to the children in her care. Wherever possible she draws on the knowledge, experience from her performing arts background, and incorporates this with her enthusiasm for EDU attainment, the process of entertaining children whilst also teaching them.

The child minder has consistently ensured she has a thorough knowledge of her regulatory responsibilities and as a result, all required documentation was well organised and available for inspection. She has engaged positively with CIW and notified us of events that have had an impact on the service.

The child minder does not provide an 'Active Offer' of the Welsh language. The child minder endeavours to promote the Welsh language and wherever possible uses Welsh words and draws on her daughters' knowledge of the language during conversation. All required checks were up to date meaning the child minder had updated her and household members disclosure and barring certificate.

The child minder actively implemented self-evaluation procedures. Questionnaires had been distributed to all parents to gather their views and suggestions for improvements. In addition to this, the child minder asks for feedback from parents after the first six months of them using her service. This enables her to ensure that all using the service are happy and more importantly they are pleased with how she is caring for their children. A comprehensive quality of care review report had been produced and this outlined the child minder future plans for improvements.

The child minder implements a culture of continuous professional development and evidenced she wants to drive the service forward. This was done in partnership with parents, with the child minder consistently communicating and engaging with parents positively. Parents receive regular feedback about their children's day digitally throughout

the day and they also receive regular progress reports. The feedback from parents was extremely positive and they highly value the hard work and commitment shown by the child minder. We saw feedback from parents evidencing how the child minder had improved children's wellbeing and children and their families benefit from the care provided by the child minder.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Child minder to consider the Welsh Government, food and nutrition guidance for regulated child care settings, and;
- consider the infection control audit tool for regulated child care settings.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of Inspections and considered a concern received.

One inspector visited the child minder on the 12 December 2019 between 2:30pm and 6:15 pm.

We:

- inspected a sample of documentation, policies and procedures;
- we spoke to the children present;
- observed practice;
- inspected the premises and the resources used;
- spoke to parents;
- accompanied the child minder when she picked children up from school, and
- informed the child minder of our findings.

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	Rebecca Read
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	8:00am – 6:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 September 2019
Dates of this inspection visit(s)	12 December 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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