



Childcare Inspection Report on

Bethan Hughes

Denbigh



Date Inspection Completed

03/01/2020

Welsh Government © Crown copyright 2020.

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
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Bethan Hughes is registered to care for a maximum 10 children up to the age of 12 years. Her child minding service is open 08:00am – 17:30pm Monday to Friday, except for Bank Holidays. Bethan Hughes lives with her partner and two children in Denbigh, North Wales. The child minder speaks Welsh as her first language and the care provided is through the medium of both Welsh and English. The child minder can take and collect children from local schools and is close to local amenities. The Welsh language 'Active Offer' is provided.

Summary

1. Overall assessment

Children are happy, settled and communicate confidently. Their well-being and self-confidence is promoted and independence encouraged. They interact well and learn skills through play. The nurturing and competent child minder provides a homely play environment, and guides children sensitively meeting their needs. She gives the health and safety of children high priority. The environment is safe and suitable with good quality resources. She organises her service well and has helpful and positive relationships with parents and others, which ensure good outcomes for the children.

2. Improvements

Children have a greater variety of activities outdoors such as additional outdoor equipment has been purchased.

3. Requirements and recommendations

We made three recommendations in relation to training, planning and multicultural resources. These are found in section 5.

1. Well-being

Summary

Children have a strong voice and make choices confidently. They communicate effectively and flourish because they feel secure and relaxed, learning valuable social skills. Children enjoy a wealth of purposeful experiences at this service, including outdoor play. Children are learning many skills through play and are becoming independent.

Our findings

Children expressed themselves well and told us what they had for Christmas. They were listened to and their choices respected. They made appropriate choices and decisions because they were aware of the options available, for example children helped themselves to a tambourine, a toy duck and farm. During a time of singing, children chose which finger puppet they wanted and sang the corresponding song.

Children were settled and contented with the child minder. They were happy to play with her and alongside each other. They had formed close relationships with the child minder for example, all children played together with her going for a pretend walk. Strong bonds of friendship were evident between the children and the child minder as they approached her for cuddles and reassurance. Children were also happy to explore as a child was observed looking in other toy boxes and another crawled to explore the box of finger puppets.

Children co-operated well with the child minder, for example, when she asked them to come to the table for a snack. Children interacted well with each other as they successfully shared some toys such as dolls and building blocks when prompted by the child minder. Children were beginning to understand the needs of others as they reached for items other children needed, such as a dummy or favourite toy.

Children were motivated and engaged in their play and learning, for example as they drew pictures of family members. They enjoyed looking at books with the child minder and singing nursery rhymes. Some children concentrated for lengthening periods as they threaded beads to make a bracelet.

Children had a good variety of activities including self-directed play, which enabled them to gain a good range of abilities such as fine motor skills when drawing and threading. Children had a secure relationship with the child minder, which helped them gain confidence and overcome challenges such as learning to walk. Children were encouraged to develop skills to be independent such as feeding themselves, washing their hands and helping themselves to toys. Children were happy to try new experiences such as building a tower or finding letters in their names. Children were observed learning to say words as they looked at a book about fruit.

2. Care and Development

Summary

The child minder keeps children safe and healthy in a caring atmosphere. She manages interactions well, being a good role model and using positive strategies. She is professional and experienced; promoting children's learning through play, providing a range of activities, outings and meeting children's individual needs.

Our findings

The child minder kept children safe and healthy by adhering to policies and procedures. There was an appropriate child protection policy in place and the child minder had the relevant contact details to hand. She was confident to carry out her responsibilities if she had a concern about a child. Healthy meals, snacks and drinks were provided, in keeping with current guidelines. The child minder had a current First Aid certificate and accidents had been recorded appropriately. Children's health was also promoted well as the child minder included regular hand washing for both herself and the children in the daily routine. All areas and toys were clean and the child minder wiped surfaces when necessary. The child minder ensured children had daily opportunities to spend time in the fresh air which positively benefited their overall health and well being. Fire drills were effective, practiced and recorded monthly and children would be evacuated quickly in an emergency. The processes implemented by the child minder to monitor sleeping children ensured their safety and appropriate seating was used to keep children safely in their seats at meals times.

The child minder successfully managed interactions using positive strategies such as praise, encouragement and distraction, for example she sang a song with the children which helped them tidy the toys away. She was able to manage interactions well according to the principles reflected within the behaviour management policy. The child minder engaged with the children and they respected her and wanted to please her so they listened and co-operated. She sat with the children at meal times making it a social occasion.

The child minder provided ample opportunities for children to successfully learn skills and develop well. The child minder was kind, nurturing and sensitive, understanding children's preferences such as their favourite toys. Busy times were interspersed with times when children could relax as some children slept. The child minder understood the importance of learning through play and provided varied opportunities such as floor play, craft and regular outings. Although daily diaries for children and other records noted their development, the child minder had no record of how activities planned were linked to children's development. The child minder knew the children well, and had gained valuable updated information from parents about their health and stage of development. This meant that she could meet their needs in detail, such as knowing their allergies and when they might want to sleep. The Welsh language was encouraged as it was spoken fluently and often. Independence was promoted by the child minder as children were encouraged to stand, walk and speak.

3. Environment

Summary

The child minder provides a secure and safe environment. Observations and written risk assessments evidence she is aware of how to keep children safe. The environment is child centred and homely, giving the children suitable experiences. The quality and quantity of the games, toys and resources meets the developing needs of the children.

Our findings

The premises were secure with the main entrance at the front and rear door locked and the outdoor area was safely enclosed ensuring no unauthorised access. A record of visitors was kept. Written risk assessments had been recently reviewed and updated which demonstrated the child minder was aware of potential hazards and how to manage them. Safety measures included a fireguard around the fireplace and the use of a five point harness for the highchair. The child minder effectively supervised the children and ensured their safety. All areas were clean, tidy and well maintained.

The child minder made sure the environment was suitable to provide children with homely care. There was ample space for the children to play with their chosen toy or participate in the activities in the open plan kitchen diner, which included a large play area with toy kitchen and toy boxes. A sofa enabled children to relax if necessary and an upstairs bedroom and downstairs rooms were used for children to sleep. The toilet included a step for children to use the facilities independently. Children's work was displayed giving them a sense of belonging.

Children had access to a wide range of good quality and developmentally appropriate play and learning resources including books, craft resources and tabletop games for older children and building blocks and baby toys for younger children. They were in ample quantity to ensure children had a good choice and stored in large toy boxes. Toys, games, equipment and the furniture were clean and in good condition. However, there were very few books and resources to reflect a wider society. Crafts on display showed that sustainable materials are used to make collages.

4. Leadership and Management

Summary

The child minder is competent and strives to provide a quality service but some minor improvements can be made. Self-evaluation is effective and improvements made considering all involved. Resources are managed well and the child minder ensures she has sufficient materials and on-going support from other agencies. Partnerships with parents are effective for the benefit of the children and their families.

Our findings

The child minder provided an up-to-date statement of purpose that reflects an accurate picture of the service provided. She was confident and competent and records were organised and up to date. The child minder ensured all legal requirements were met such as sharing information with us, and up to date public liability insurance. Policies, such as healthy eating and health and safety were embedded in daily practice and had been reviewed recently.

The child minder produced an annual review of the quality of care, which included parents and children's views. The document effectively identified areas for improvement such as sourcing more activities for the children, in particular outdoor equipment.

The child minder was confident, well qualified and relaxed having the knowledge and experience to care for the children. She ensures courses are completed regularly such as food hygiene and first aid. However safeguarding training had not been completed for at least three years. Some records were not easily accessed such as risk assessments and the Quality of Care review. Disclosure and Barring Service checks for those in the household over the age of 16 were current.

The child minder had written information about the care of children, which was kept up to date. Parents and the child minder exchanged information verbally and in daily diaries about their child's day. Parents were very happy and in the returned questionnaires, we read many positive comments. The child minder communicates regularly with agencies, such as Denbighshire Family Information Services to source courses. Outings to the local library and toddler groups enhance the experiences provided for the children, for example, feeding the ducks in the park.

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 that the child minder considers the following:

- to complete a safeguarding course as it is more than three years since the previous course was attended;
- to indicate which activities consider the next steps for children's learning and
- to obtain more multicultural resources and toys to reflect wider society.

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 3 January 2020 from 9.05 – 13.30.

We:

- Inspected a sample of documents and policies;
- observed practices to capture evidence of children's engagement and the care being provided;
- spoke to the children;
- 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	Bethan Hughes
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	Monday to Friday 8.00 – 17.30
Operating Language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	18 January 2017
Dates of this inspection visit(s)	03 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?	Yes This service provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

Date Published 19/02/2020