



Childcare Inspection Report on

Nerieshia Coathupe

Deeside



Date Inspection Completed

27/02/2020

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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

Neriesha Coathupe child minds from her family home in Shotton, Deeside. Care is provided from 7:30 am to 18:00 pm, Monday to Friday, closing for bank holidays and Christmas. She is registered to care for up to nine children aged under 12 years.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children confidently speak and know the child minder will listen to them and consider their needs and ideas. They enjoy being in the company of others and feel happy and safe. Children have chances to be independent and enjoy taking part in play activities and trips out. The child minder is caring and generally follows positive routines that keep children safe. She has a caring way with the children and is a good role model. The child minder knows the children well and provides toys and experiences that help them to learn. The house is a suitable space for children to play and learn in. Good quality resources are available and are suitably maintained. The child minder manages her service well and has effective policies and procedures in place. She uses self-evaluation to make improvements and makes sure her relevant training is kept updated. The child minder has a good relationship with parents and uses the local area to help her provide a range of opportunities for the children.

2. Improvements

Since the last inspection, the child minder has updated her statement of purpose to reflect the care and service offered, updated policies and procedures and ensured all children have completed, written contacts.

3. Requirements and recommendations

We made recommendations related to care and development. These were in relation to nappy changing procedure, how fire drills are recorded, having risk assessments for outings and how incidents were recorded.

1. Well-being

Summary

Children are settled and listened to. They are happy in the care of the child minder and feel safe. Children get on well and learn to share. They enjoy their play and learning.

Our findings

Children can spend their time how they want. The child minder asks them what they would like to play with and where they would like to play or go. For example, the child minder asked the children where they would like to go in the afternoon, with one child suggesting the zoo. Children choose and enjoy the food they eat and decide when they want to rest.

Children are relaxed and form friendships with each other and the child minder. They are happy to talk to those around them, which helps them to feel happy and safe. Children know what to do during the day. For example, a child was happy to go and collect another child from school and when they arrived back, they both knew they could choose where to play, once they had taken their shoes and coats off. Children showed warmth and affection towards the child minder, giving her cuddles and asking her to join in with their play.

Children enjoy being around the child minder. They happily chatted and told us about what they were doing. Nearly all children ask their friends to join in their games with a little help from the child minder. They share the toys and play equipment. For example, when children played in the pretend café they shared the aprons and cooking utensils.

Children are happy as they play and learn. They enjoy the choice of toys, activities and experiences available to them. Many smiles were seen and laughter heard as the children played alongside each other and the child minder in the pretend shop. A child enjoyed making animal noises and predicting what would happen next in the story as they shared a book together.

Children have access to toys and resources that are suitable for their needs and interests. They know what is available for them to play with, or confidently ask the child minder for what they need. Children develop their independence, as they know where toys are and confidently try things for themselves before asking for help. For example, although a child was having a little difficulty taking their apron off, they kept trying until they managed to do it themselves, which made them feel very pleased.

2. Care and Development

Summary

The child minder generally implements practices to keep children safe and healthy. She interacts well with the children and provides suitable experiences for the children that help them develop.

Our findings

The child minder knows the procedure to follow should she have concerns about a child's safety. A record was kept of accidents and incidents; however, the identity of other children involved in the incident needs to be kept secure. The child minder knew what to do if she needed to get the children out of the house quickly and she had explained this to the children. However, there was no written record of fire drills. The child minder makes sure children are safe during daily routines and trips. However, there were no written risk assessments for places visited regularly.

The child minder supports children to wash their hands and makes sure surfaces are kept clean, such as the table and kitchen worktops. Healthy food is available and children are encouraged to make adequate choices. Regular opportunities are planned for children to be outside and active, through trips to places such as the local park, taking the dog for a walk or using the garden. The child minder deals with most personal care appropriately, such as nose wiping. However, we noted she did not follow a nappy routine that considered current guidelines, as she did not use an appropriate changing mat, gloves or apron.

The child minder has a loving and caring way with the children. She is involved in their play and routines in a way that supports their social skills. For example, she sat with a child and they enjoyed breakfast together, chatting happily, about what they were going to do that day. Children are praised and reminded to be polite. The child minder has a positive approach to dealing with behaviour and uses distraction and talking with the children to help them to play and share. For example, she spoke with the children about sharing and taking turns when they both wanted the same toy.

The child minder knows the children well and this helps her to care for their needs and provide activities they enjoy. She makes sure toys are appropriate for the children's age ranges and they have chances to experience enjoyable places away from the child minders home. For example, regular trips to the zoo and local ice cream farm. The child minder keeps a record of children's individual progress and identifies next steps to help children to develop.

3. Environment

Summary

The home is safe and secure as the child minder follows good cleaning routines. It is suitably maintained, clean and there is enough space for children to play indoors and outside. Resources are of a good quality and stored effectively.

Our findings

The house is secure and no one can enter without the child minders permission. She makes sure her home is safe. For example, using safety gates to stop children from accessing the kitchen when they are not supposed to. The child minder has useful policies and procedures in place. For example, a pet policy and policy that includes taking fridge temperatures.

The house is a good size and provides children with different areas where they can play. The front room is available for floor activities and for older children who may want a quiet space. The dining room is used for meal times, craft and table top games. The child minder displays some children's work, which helps them feel proud and have a sense of belonging. There is direct access to the garden, which has a patio and grassed area, giving children an inviting space where they want to play. The house is suitably maintained, clean and has a homely and welcoming atmosphere.

The child minder makes sure resources are of a good quality and stored well. Indoors, labelled boxes allow children to know where toys are kept. Outdoors the storage keeps toys clean and well maintained and some natural materials are available for the children. For example, a shop made from cardboard and pictures evidenced children had opportunities to play with items such as play dough.

4. Leadership and Management

Summary

The child minder manages her service well, updating records regularly. She collects views from those using the service and considers these when making changes. The child minder has a good relationship with parents and uses the local community to enhance the experiences she provides for the children.

Our findings

The child minder has written a statement of purpose that reflects the service and includes the information parents need. The child minder has policies and procedures in place that are kept up to date and these are shared with parents. Most paper work is kept up to date, including children's records and contracts. Personal information is easily accessed when needed and is stored securely.

The child minder evaluates the service and asks parents for their views through questionnaires. She talks with children to hear their ideas. The child minder has made changes to meet recommendations made during the previous inspection. For example, updating her statement of purpose and ensuring all children had completed records.

The child minder makes sure she and anyone else over the age of 16 living in the house has an up to date security check, as required by regulations. She attends training that supports her in keeping children safe. For example, safeguarding and paediatric first aid.

The child minder has regular contact with parents, which helps to keep them informed about their child's experiences and development. Parent questionnaires showed that they were very happy with the service and the communication they received. The child minder uses Social media effectively to share information and photographs securely. The child minder regularly goes to local groups such as toddlers and indoor play centres. This gives her and the children a chance to meet others. The child minder uses local places well to give children a range of different experiences. For example, visits to the local Park and library.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations:

- when completing incident sheets do not identify the other child/children involved
- record regular fire drills with children
- complete risk assessments for places visited regularly
- review the nappy changing procedure to meet guidelines in the Infection Prevention and Control for Child Care Settings (0-5 years), Nurseries, Child minders and Playgroups: Public Health Wales - All Wales Guidance (2014).

6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the child minder was given short notice to ensure availability. One inspector visited the service on 27 February 2020 from 09:00 to 12:30.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers and three children's files
- observed practice and completed observations to evidence the children's engagement and the care being provided by the child minder
- spoke to the children and child minder
- inspected areas used by the children
- gave feedback 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	Nerieshia Coathupe
Registered maximum number of places	9
Age range of children	Under 12 years
Opening hours	7:30 am to 18:00 pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 February 2017
Dates of this inspection visit	27 February 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 children who use, or intend to use the 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:	

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