



Childcare Inspection Report on

Carolyn Hooson

Holywell



Date Inspection Completed

13/01/2020

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Description of the service

Carolyn Hooson child minds from her family home, which she shares with her husband and two children in Carmel, Holywell. Care is provided from 8:00 to 18:00, Monday to Thursday, term time only. She is registered to care for up to 6 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	Good
Environment	Adequate
Leadership and Management	Good

1. Overall assessment

Children have a voice and feel safe and happy in the care of the child minder. They interact well and enjoy each other's company. Children learn and develop through their play and have appropriate opportunities to be independent. The child minder is caring and keeps children safe and healthy. She manages interactions effectively and supports children to develop and learn. The environment is generally a safe and suitable space for children to play and learn in. It is equipped with appropriate good quality resources and facilities needed to care for children. The child minder is effective in managing her service and uses self-evaluation and opinions of others to make improvements. She ensures her training and relevant checks on her and others are up to date. The child minder develops positive relationships with parents and uses the local community to enhance children's experiences.

2. Improvements

Since the last inspection the child minder has ensured regular fire drills are conducted, a procedure to follow in the event of an emergency has been included in the statement of purpose and she now keeps her own record of nappy changes as well as sending these home to parents.

3. Requirements and recommendations

We made a recommendation relating to the environment.

1. Well-being

Summary

Children have a voice and can make decisions about how they spend their time. They are happy and feel safe in the care of the child minder and in an environment they are familiar with. Children interact well and learn to cooperate. They enjoy the activities available and opportunities provided by the child minder. Children can be independent and develop a range of skills through their play.

Our findings

Children had a voice and expressed themselves in their own way, either verbally or using non-verbal cues if they were not yet using verbal language. Children were confident to ask for toys and resources they wanted that were not available. For example, a child wanted the café items out so they asked the child minder who got them for them. Children were consulted about how they would like to spend their time. For example, children were asked what they would like to do after lunch.

Children were settled and the child arriving from school was happy to be in the care of the child minder and was pleased to see the other children. They were comfortable in their surroundings as they were familiar with the environment and moved around the rooms with confidence. Children had formed a positive bond with the child minder. They regularly approached her for comfort, reassurance or just to invite her into their play. Children also invited us into their play, evidencing that they felt happy and safe.

Children enjoyed being in the company of others and were learning to share and take turns. For example, a child was filling their truck up with sand and another child wanted to join in, which they were able to do. Children were learning to be well mannered and polite, using “please” and “thank you” regularly without many reminders from the child minder. Children were learning to understand the needs of others. For example, a child stayed very calm when another child took a toy off them. They politely asked for it back, which the child did, returning the toy happily.

Children were all busy taking part in an activity or playing with resources they had freely chosen. They were beginning to be curious and independent learners as they had access to appropriate resources. For example, a child was showing wonder and interest in a fluffy pink blanket and the patterns they could make in it with their hands. Children enjoyed playing alone or alongside others. For example, children were laughing and running around as they chased the bubbles the child minder was making. Children were keen to tell us about activities they had taken part in with the child minder. For example, a child was excited to tell us that they had recently had a picnic and they showed us the blanket they had used, laying it out on the floor as they explained.

Children knew where their personal items were and where facilities, such as wash basins and toilets were, which allowed them to be as independent as possible according to their age and stage of development. This resulted in children attempting things for themselves before having support from the child minder. For example, when putting their coats and shoes on before going outside. Children were able to take part in activities, planned and freely chosen, that supported their development. For example, craft activities, making pictures of sheep as they had often seen them on their walks.

2. Care and Development

Summary

The child minder keeps children safe and promotes a healthy lifestyle. She encourages positive interactions and uses effective behaviour management techniques. The child minder understands child development and provides resources and opportunities that support children's development.

Our findings

The child minder has up to date training and knowledge of how to deal with safeguarding issues should she has any concerns about a child. Her paediatric first aid training was up to date and accidents and incidents were recorded appropriately and shared with parents. The child minder followed a suitable nappy changing procedure and cleaning routines to help prevent cross contamination. This included ensuring surfaces were cleaned regularly and providing children with individual towels to use for hand washing. The child minder kept registers of children's attendance and conducted regular fire drills so she and the children were aware of how to evacuate the premises if needed.

The child minder supported and encouraged children to have a healthy lifestyle. She provided healthy meal and snack choices and offered milk or water to drink. The child minder ensured children had regular opportunities to be active and get fresh air. This was done by either allowing the children to access the outdoor areas or taking the children on walks or visits to places such as the local park.

The child minder promoted good social skills through her effective communication with the children and listening to what they had to say with interest. She used effective strategies to support children in behaving appropriately. For example, using verbal praise to celebrate achievements and giving the children stickers when they behaved well or followed routines, such as tidying up.

The child minder knew the children well and supported their learning and development through the resources and activities she provided. For example, they had a letter of the week and the child minder had created a basket of items that began with that letter. She supported the children to identify the items. The child minder used observations to complete development records and to track children's progress. She used this information well to plan suitable activities for the children, which helped them progress further. The child minder gave children support, space, time and the resources they needed to help them develop their independence. For example, children were provided with suitable cutlery so they were able to feed themselves.

3. Environment

Summary

The environment is generally safe and suitable for children. However more consideration could be given to outside. The child minder ensures children have appropriate space to play and learn and suitable resources and facilities are available.

Our findings

The child minder had conducted risk assessments on all areas used by the children. These showed that most hazards had been identified and were managed well. For example, a safety gate was used to prevent children from accessing the stairs and the dogs were locked away in a separate room when it wasn't appropriate for them to be with the children. The main entrances to the service were kept locked to prevent unauthorised access.

The environment was clean and appropriately maintained. However, some areas outside were not completely suitable for the ages and stages of development of the children as they were uneven and could pose a potential trip hazard. The child minder had ensured children had the space to play and follow routines such as having their snack and lunch. A separate room was available so children's dignity could be respected when they were having their nappy changed and this also provided a quiet area for children to sleep.

The child minder provided appropriate resources for the children and there were some natural products such as sand available for the children to access. The child minder respected children's individual needs and taught them about different cultures through the resources she provided. Resources were generally stored appropriately so they were kept well maintained and clean. Facilities, including a downstairs toilet and sink that the children could reach, were available so children could develop their independence. There were also child friendly sized table and chairs so children could be independent and comfortable when completing tasks and activities.

4. Leadership and Management

Summary

The child minder manages her service well, ensuring all required records and paperwork are complete. She evaluates the care she provides, considering the views of others when making Improvements. The child minder ensures her training is up to date and relevant checks are completed. Positive relationships are developed with parents and the child minder uses the local community to enhance children's experiences.

Our findings

The child minder has a clear understanding of her service and the care she provides. She shares information effectively through a statement of purpose that contains all the required information needed for parents to make a decision if it is the right care for them and their child. Policies and procedures were in place and reviewed regularly to reflect current practice. All paperwork was complete, well organised and stored securely. This included children's registration documents. The child minder had listened to and considered advice from previous inspections and made changes accordingly. For example, she now kept a record of nappy changes as well as sending this information home to parents. The child minder understood the importance of the Welsh language and used incidental Welsh appropriately with the children.

The child minder had gathered the views of parents through informal discussions, comments on her social media and through questionnaires. These had been reviewed and were considered during the writing of the quality of care report. The report and improvements the child minder had made evidenced that parent's views were considered. For example, the menu had been revised after comments from parents.

The child minder had ensured her essential training such as first aid, safeguarding and food hygiene, were kept up to date. She had a completed, Enhanced Disclosure and Barring Service check (DBS) and she had made sure any other household members over the age of 16 also had one.

The child minder kept parents informed about their child's day and experiences through informal conversations when they arrived and collected their child and, through social media and daily diaries that were completed and sent home with the younger children. Parents of older children were provided with a written report of their child's experiences every term so they were aware of what the children had taken part in. The child minder attended local toddler groups that allowed the children and the child minder to socialise. She effectively used the local environment and community to enhance children's experiences. For example, they had regular trips to the wood and fields near the child minders home, where they enjoyed playing and seeing a range of animals.

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 recommendation;

- to review the outdoor areas to ensure they are safe and suitable for all children; taking in to consideration their ages and stages of development.

5. 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 13 January 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, and
- gave feedback to the child minder.

Further information about what we do can be found on our website:

www.careinspectorate.wales

6. About the service

Type of care provided	Child Minder
Registered Person	Carolyn Hooson
Registered maximum number of places	6
Age range of children	Under 12 years.
Opening hours	8:00 – 18:00 Monday to Thursday, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 February 2017
Dates of this inspection visit	13 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?	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:	

Date Published 05/03/2020.