

Childcare Inspection Report on

Elouise Robinson

Deeside



Date Inspection Completed

31/10/2019

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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

Elouise Robinson is one of three registered child minders operating from the home of Suzanne Davies in Connah's Quay, Flintshire. She currently works with an assistant and has been operating since registration in June 2018. When working alone the child minder can care for up to ten children, when working with an assistant or other registered child minder the maximum number of children to be cared for is 16 under 12 years, this includes any of their own children. Children have use of a play room, lounge, kitchen diner, bathroom and secure outdoor play area. The service operates between the hours of 08:00 and 17:30 Monday to Sunday throughout the year except for bank holidays. The main language used at this service is English with basic Welsh used as a second language. The service does not provide a Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children are consistently happy and settled. They feel secure, enjoy the activities available to them and have formed positive bonds with the adults caring for them. The child minder and assistant know the children well, promote positive interactions and respond to children's individual needs effectively. Children flourish in such a meticulously clean, rich, safe, comfortable and stimulating environment with a significant range of resources to suit children's ages, abilities and stages of development. The child minder is experienced having previously worked in a day care setting, suitably qualified and manages the service competently alongside two other registered child minders.

2. Improvements

This is the first inspection since registration in June 2018. Improvements have been made to the service as the child minder strives to provide a high quality service which is regularly evaluated with those she works alongside.

3. Requirements and recommendations

We made a few recommendations in relation to the care and development of children which we felt would further enhance the well-being of children using this service.

1. Well-being

Good

Summary

Children are consistently happy, settled and feel secure as they have formed bonds of affection with the adults who care for them and friendships with their peers. They enjoy the activities available to them and are curious learners who explore their environment confidently. Children are learning to take turns and share resources with their peers. Older children are polite and well-mannered and are sensitive to the needs of the younger children attending. Children are encouraged to do things for themselves and are learning independence skills well.

Our findings

Children are confident to make choices and express themselves. A wide variety of toys were available, which were easily accessible and stored well to enable children to choose independently. We saw children deciding what they wanted to do and moving around different areas freely. They were comfortable communicating with the child minder and were confident to ask for what they wanted. For example a child not wanting to use the electric hand dryer in the bathroom was offered hand towels and children decided which food and how much was placed on their plates, as they served themselves.

Children were happy and secure and had positive relationships with the adults who were caring for them. Children felt valued and approached the child minder for reassurance and comfort when it was needed. Children were often asked how they were feeling, and what they were looking forward to doing. When outdoors children were supported well to explore the environment and face challenges. For example when climbing and using the slide. When a child tripped over a bike they called out "me ok" pre-empting being asked by the child minder how they were and evidently feeling valued. Children were confident to approach us and tell us about the things they liked to do and they sat with us on comfy chairs to watch others playing. This showed they felt secure in their surroundings.

Children interacted and played well together, sharing toys, joining in activities with others and taking turns. However we did see young babies in highchairs waiting for lunch without interactions from staff or toys to keep them occupied, we have made a recommendation in relation to this. Children were happy to share resources when they had to and take turns with their friends. For example when they were on the slide, when sharing utensils to serve their food and when sitting together and chatting with their friends over lunch. It was also evident children felt valued and their achievements were celebrated. For example children were eager to show us their paintings and liked to be praised, the conker roll was on display in the dining room and they wanted to show it to us. Children smiled happily when they received praise for their efforts.

Children were interested in the activities and resources available to them. They had fun and enjoyed their play. For example, outdoors children painted, played with sand and water and a garage. Children were able to direct their own play and follow their interests. For example a baby enjoyed passing books to the child minder for them to look at together and when babies saw older children playing outdoors the patio doors were opened so they could join in.

Children were encouraged to do things for themselves and to be involved in tasks. All children helped to tidy up at the end of activities and lunch. Even the youngest children were encouraged to feed themselves and wash their own hands with flannels after finishing their meal. Plenty of time was given during activities to ensure children were able to complete them as independently as possible and at their own pace. For example a child wanted to play on the slide, support was offered to help them remove a painting apron first, then they were watched carefully when climbing up the apparatus. Children put on their boots, coats and jumpers by themselves and were praised when they achieved something new like putting on their gloves. However, at times there were not enough opportunities for children to persevere on tasks.

2. Care and Development

Good

Summary

The child minder effectively keeps children safe and healthy. She knows the children well, promotes positive interactions and responds to their individual needs.

Our findings

The child minder had a good understanding of how to protect children and safeguarding procedures and had completed safeguarding, paediatric first aid and food hygiene training.

Healthy lifestyles were successfully promoted as she provided plenty of opportunities for children to be physically active and promoted healthy eating by providing healthy and nutritious snacks, meals and drinks approved by 'Tiny Tums'. Babies were strapped safely into high chairs at lunch time and the child minder was vigilant when feeding them, for example noticing when a baby removed a label from a beaker which could have posed a risk to the child. Areas used for child minding were immaculately clean, tables were wiped before food was served and aprons, hair nets and gloves were worn by the child minder when preparing food. Children were well rehearsed in hand washing before snacks and meals and did not need to be prompted when using the bathroom. Soap dispensers and electric hand dryers were available for the children to use. The child minder prioritised minimising the spread of infections at the service, for example we saw her actively discouraging children from putting serving spoons in their mouths. Nappy changing procedures were in line with the service's policies and procedures, for example the changing mat was covered with a paper covering once cleaned, and appropriate gloves and aprons were worn by the child minder. Nappy changing was consistently completed by persons not preparing food during the same day.

The child minder and assistant had formed close bonds with the children. They spoke in a friendly and relaxed manner, showing genuine warmth and affection when guiding the children and instructing them. This provided children with a sense of belonging and increased their self-esteem. Plenty of praise was given throughout the morning for positive behaviour, completing activities and trying new things. The behaviour management policy detailed how unwanted behaviour would be dealt with in a positive way and we saw how a child banging their feet on the ground at story time was encouraged to sit up and listen. Children were gently reminded and the child minder and assistant modelled positive behaviour, encouraging children to engage positively in play. Good manners were positively encouraged when interacting with others and sitting at the table for snacks and meals. Makaton was used effectively with young children, for example signing 'stop' was used to warn a child who was spilling their drink and children's knowledge and use of Makaton was reinforced during storytelling.

The child minder was familiar with each child's interests and abilities and was able to suggest and develop activities accordingly. Story telling was used to explore disabilities and diversity as the service is fully inclusive and promotes equality and diversity positively. Welsh words and simple phrases were used regularly to promote the language and children were keen to respond to questions such as what colour is and what is the weather today? Detailed personal diaries were kept for the younger children, outlining essential information about children's time at the service and items such as the conker roll was on display for parents to see when they collected their children. Through speaking with the child minder and children it was clear she planned a variety of play and learning activities. A range of activities were set out in all three rooms and outdoors, however young children could not access the outdoors freely. We recommended 'free flow' access to the outdoors is considered to further enhance children's well-being. A rolling snack time was also recommended so children could continue playing if they wished to do so in preference to keeping to routines. Children could move freely through the quiet room, main room with learning areas and messy play and craft room. A good range of sensory, craft and messy play activities were set up indoors and outdoors.

3. Environment

Excellent

Summary

The child minder provides care in a meticulously clean, comfortable and stimulating environment in which children can flourish. She has been creative in providing children with exceptional play areas across the entire premises which puts children first. Resources are of very good quality and appropriate for the children's needs. Risks are identified and effective measures are put in place to manage or eliminate any potential hazards to children's safety.

Our findings

The premises were secure; the outdoor areas were surrounded by high fences and the front door was locked to prevent unauthorised access. We were asked to show identification and to sign the visitor's books on arrival. Closed circuit television is used to monitor all areas of the premises. The child minder had ensured extremely effective and appropriate measures were in place to keep children safe. In the event of an emergency, procedures were displayed prominently for visitors to the service. Records we viewed confirmed fire drills had been performed regularly and incorporated a variety of scenarios to ensure children were aware of different escape routes and were used to leaving the premises at different times of the day. The child minder had identified risks within the premises and these were included in written risk assessments showing how these were managed and where possible eliminated. These records are regularly reviewed by all three child minders working at the premises and were signed and dated.

The premises were very well decorated, meticulously clean, bright and welcoming. Children had use of a purposely quiet lounge, a play room with areas of learning set up for easy access, and a kitchen diner with furniture appropriate for messy activities and craft. There was a downstairs bathroom with soap dispenser and hand dryer and suitable tables and chairs left out permanently for meal times and table top activities. Children had plenty of space in which to move around and play or to sit and rest on sofas in all rooms. Low level storage boxes and cupboards were used in each area, enabling children to access most toys and resources independently. Children also had access to a secure outdoor play area where they could play, which contained a range of outdoor toys, such as a well-resourced construction area and den, a climbing frame and slide, play houses, sand and water trays and painting easel. This provided children with a significant range of exciting and interesting resources with which they could play and explore.

Toys and resources were exceptionally clean and in a very good condition. A significantly wide range of toys and resources were available for children including a construction area outdoors with foam bricks, a small selection of loose parts including wooden coils, play

trucks and diggers for use in the sand and construction area. Indoors, areas of learning had been set up in the play room, with a wide range of resources available to children in storage units and laid out on work surfaces. Most toys were made from natural materials, such as wood, enabling children to gain a good understanding of sustainable and natural resources. The outdoor toys were stored appropriately when not in use. Steps, potties and a toilet seat were available in the bathroom to promote children's independence. High chairs were available for use aiding children's development. These were clean, safe as they were fitted with five point harnesses, and in good working order. The child minder told us toys and equipment were regularly cleaned with anti-bacterial solution minimising the risk of cross infection.

4. Leadership and Management

Good

Summary

This service operates with three registered child minders, an assistant and occasionally with a student from a nearby college attending. This child minder has previous experience in the child care sector and is suitably qualified and understands how important it is to identify improvements during annual reviews of the service. Policies and procedures are in place for all aspects of the service and are created, implemented and reviewed by all three child minders. The child minder reviews and monitors the quality of the service she provides successfully ensuring the highest quality of care is provided. Information is shared regularly with parents to ensure they are kept up to date with their child's progress.

Our findings

The child minder had a comprehensive statement of purpose which gives details of her own child minding service and those she minds with. The document contained all required information and provided parents with all the information they needed to decide if the service could meet their needs. Effective policies and procedures were in place for all relevant aspects of the running of the service, they were reviewed regularly and had been signed by the child minder. All contracts and registration forms examined were signed by the child minder and parents, and were in place before children started at the service. Permission slips had also been signed by parents for many aspects of the care provided to children, including for photographs, outings, the administration of medication and first aid. Children's files also contained details of children's individual needs, preferences and routines.

The child minder successfully monitors her service and makes improvements by gathering feedback from questionnaires sent out to parents each year so they could share their views. The child minder also told us she gathers children's views about the service using questionnaires where support is provided and verbal feedback. This feedback was collated and used to form a report in summer 2019 outlining a summary of the feedback and an action plan for any improvements planned in response. Parents are using an application to communicate daily diary entries, exchange images and receive newsletters via e mail. Both communication applications promotes two way discussions and have proved to be popular. New resources purchased as a result of the review included items for the construction area. Priorities for improvement included investing in learning and resources to support children with additional learning needs, incorporating Makaton further into everyday activities and gaining an Autism Friendly Status.

The child minder is competent in her role and manages regular staff meetings with the other child minders at this service. These meetings are held to share and discuss information, to keep up to date with happenings and evaluate how the service is operating. Appraisal and

supervision meetings are in place with the child minder peer reviewing colleagues, observations are recorded and include a development record and next steps statement. Documents were filed appropriately and were easily accessible. The disclosure and barring service checks for all those living and working on the premises and over 16 years of age were current, including the assistant and student. The child minder had a staff file appropriate for the service containing all documentation needed to evidence her suitability, experience and continual professional development. There were also files available for the assistant and student.

The child minder keeps accurate records of children's attendance each day. The number of children attending on the days we visited evidenced the child minder is keeping to registered numbers and working with others when numbers exceed ten children. Daily registers of children and child minders/staff present confirmed this too.

The child minder had good relationships with parents. Information about how children have eaten and activities they had taken part in were recorded in their daily diaries or fed back to parents verbally when children were collected. Photographs, phone calls and text messages were shared with parents when there was a need to. The child minder told us she took children to places of interest within the community such as toddler groups and routinely dropped off and collected children from local schools.

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 in order to further enhance good outcomes for children:

- Babies are not left in highchairs to wait for snacks and meals or to rejoin activities as they can become restless;
- Independence is further promoted by allowing children free access to the outdoors, and
- introducing a rolling snack or self-service snacks, so children who choose to, can continue playing instead of having to stick to routines.

5. How we undertook this inspection

This was a full, unannounced inspection following registration in June 2018 and undertaken as part of our normal schedule of inspections.

One inspector visited the service on 24 October 2019 and returned to see another child minder on 31 October 2019 and to examine documentation relevant to the service.

We:

- Inspected a sample of documentation, policies and procedures including the statement of purpose and quality of care report;
- Observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder and the assistant/student present;
- Spoke to the child minder, other registered child minders at the premises, assistant and student;
- Looked at all areas used by the children and resources on the day of our inspection, and
- Gave detailed feedback of what we found and what recommendations are to be considered on the day, during the second visit and via telephone.

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	Elouise Robinson
Registered maximum number of places	10 children when working alone, 16 children when working with another registered child minder or assistant. The children of child minders and assistants must also be included.
Age range of children	Under 12 years of age. Children over 12 years of age may attend but their care must not impact on the care of the minded children.
Opening hours	Monday – Sunday throughout the year except for bank holidays.
Operating Language of the service	English with Welsh promoted as a second language.
Date of previous Care Inspectorate Wales inspection	This is the child minder's first inspection following registration.
Dates of this inspection visit(s)	24 October 2019 and 31 October 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 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 people/children who use, or intend to use their 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: The premises have been registered by Suzanne Davies for child minding. Elouise Robinson, Sian Turnbull Davies also child mind from this property.	

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