



Childcare Inspection Report on

Ana Cristina Ferreira Pinto Lobo

Wrexham



Date Inspection Completed

10/03/2020

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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

Ana Lobo (Kids World) is registered to care for up to six children at any one time and a maximum of nine children when working with other registered child minders and assistants. Care is provided from the home of another child minder they work alongside, close to the centre of Wrexham. The service is offered between the hours of 06:30am – 18:00pm Monday to Friday during term time and school holidays. The child minder can take children to, or collect them from schools within the local community. Care is provided through the medium of English, Portuguese and Polish with Welsh used also as an additional language.

Summary

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

1. Overall assessment

Children are happy and settled. They speak in their home language and are understood. Children are becoming more independent and ask when they need something. They mix well with others and learn skills while they play. Children know how to behave and respect the child minder. Their needs are met as they eat healthy food and go outside often. The child minder makes sure children are safe and the play room and outdoors are filled with suitable resources. The child minder organises her service well but is supported by the other registered child minders who have worked together for a number of years. She has helpful and positive relationships with parents and others who work with her, which makes sure children have good quality care.

2. Improvements

This is the child minder's first inspection since registration. She has been involved in the self-evaluation of the service and the improvements made in respect of children's well-being and care and development.

3. Requirements and recommendations

We made two recommendations to further improve how accident and existing injuries are recorded and handwashing routines are improved.

1. Well-being

Good

Summary

Children speak to each other and the child minder in their preferred language which may or may not be English, and are understood. They choose who and what they play with and whether they want to join in with games and activities the child minder suggests. They are happy with the child minder because she makes them feel safe and relaxed. Children are learning to mix with others, learning through play and are becoming more independent.

Our findings

Children communicate in different ways according to their age and stage of development. Pre School children speak well in more than one language to let the child minder know what they want. They are listened to and their choices are always respected. They make appropriate choices and decisions, for example they decide where to play and with whom. The very young children like to be close to the child minder and wanted to play alongside her. Children help themselves to many toys in storage boxes on the floor, for example a garage and cars, and bubbles when playing outdoors.

Children and especially babies settle easily and are content with this child minder. Strong bonds of friendship were evident between the children and the child minder as they approached her for cuddles and reassurance. Children were also developing relationships with each other and often smiled and laughed together, for example when chasing the bubbles.

Children co-operate well with the child minder, for example, when they sang rhymes together, and when they are asked to tidy toys away. Children interact well with each other and share toys such as toy cars, ride on scooters and the large bubble ring.

Children are motivated and engaged in their play and learning, for example as they counted the gel balls in the water tray and filled different containers to explain full, half full and empty and when colouring in pictures of comic heroes. They enjoy looking at books with the child minder and singing nursery rhymes, and like to sit on the child minder's lap.

Children have a good variety of activities including self-directed play, which helps them to gain a good range of abilities which are recorded on their 'I can' assessment flowers. We saw photos of children going for walks and playing in the park; all of which encouraged physical skills. Children have a secure relationship with the child minder, which helped them gain confidence and overcome challenges such as toilet training, handwashing and feeding themselves so they can be more independent.

2. Care and Development

Good

Summary

The child minder keeps children safe and healthy. She looks after children well using positive ways to encourage good behaviour. She has a professional attitude allowing children to learn through play. She provides a range of activities, outings and meets children's individual needs. The child minder uses several languages to speak to children and makes sure they use both English as a second language and their home language.

Our findings

The child minder keeps children safe and healthy by following policies and procedures. There is a child protection policy in place and the child minder knows who to phone if she needs to. Healthy homemade food is offered to the children. Fruit and yoghurts were given at snack times. The child minder has a First Aid certificate and accidents had been recorded appropriately. Children's health is promoted as the child minder asks children to wash their hands when they need to and cleaning rotas in place make sure the toilets are cleaned regularly. However, hand washing was not always completed effectively. All areas and toys were clean and the child minder wiped tables before meals and snacks. We saw a well-rehearsed fire drill in action after steam caused the alarm to sound. The child minder kept an eye on children sleeping in cots upstairs, by using closed circuit television.

The child minder manages behaviour and interactions using positive strategies such as praising children, and encouraging them. She used distraction to take their minds off things when children began to get restless and cross with others. She followed her behaviour policy and kept engaging with children, showing respect when children wanted her help. The child minder set a good example, was a good role model teaching politeness and manners.

The child minder is kind, nurturing and sensitive, understanding children's likes and dislikes, such as their favourite food and activities. The child minder is confident with the children she cares for, giving attention to those in need of a cuddle and reassurance. The child minder understood the importance of learning through play and provided plenty of different opportunities such as floor play, craft and outdoor play. She used play activities to help the children learn their colours and counting skills in several languages including Welsh. Daily diaries, sheets and scrapbooks are kept for the children. These records contain notes on children's development and interests. The child minder knew the children well, and had plenty of valuable information from parents about their health and stage of development.

3. Environment

Good

Summary

The child minder works in a secure and safe home. Written risk assessments show she is aware of how to keep children safe. The play areas and facilities are child centred and homely giving the children suitable experiences. The quality and amount of games, toys and resources meets the developing needs of the children.

Our findings

The home is secure with the main entrance at the front and back gate locked. Written risk assessments are checked and updated as part of the annual quality of care review. This showed the child minder was aware of potential hazards and how to manage them. The child minder looks after children well and makes sure they are safe. The child minder helped to keep all areas clean, tidy and well maintained.

The child minder makes sure the house and garden are suitable to provide children with homely care. There is plenty of space for the children to play with their chosen toy or take part in activities in the play room, dining room, lounge, or outdoors under a covered area on decking. Sofas help children to relax if they need to and an upstairs bedroom is used for children to sleep in. The nappy changing and toilet facilities include steps for children to use the facilities by themselves. The outdoor back garden is suitably furnished with play equipment such as playhouse, ride on toys, scooters and rockers with a decked area being used for table top activities and large area of artificial grass. Children told us they enjoyed playing on the large wooden car and trailer and with sand and water in trays.

Children have a wide range of good quality and developmentally appropriate play and learning resources. These included books and table top games, colouring activities for older children and chunky chinks for younger children. There were plenty of things to make sure children had a good choice and they were kept in trays or cupboards. Toys, games, equipment and the furniture were clean and in good condition. We saw books and resources to reflect a wider society and sustainable materials were used, for example in junk modelling.

4. Leadership and Management

Adequate

Summary

The child minder is settling into her role well and enjoying working with other registered child minders. She succeeds in providing a good quality service. She asks parents and those minding with her to feedback to her any improvements to be made. Resources are looked after and the child minder makes sure she has enough materials and on-going support from other agencies. She is well supported by the other child minders she worked with as an assistant before becoming a registered child minder. Partnerships with parents are very good and benefit the children and their families.

Our findings

The child minder has an accurate, up-to-date statement of purpose which tells parents all about her service. She is becoming increasingly confident and knows how to organise and keep records such as registers, nappy changing and sleep charts well. The child minder ensures all legal requirements are met such as having up to date public liability insurance. Policies are followed daily by all three child minders working from this address. They have been reviewed as part of her annual review of service and the responsibility to amend these policies and procedures were shared amongst all three child minders. Other responsibilities such as adding information to children's scrapbooks and cleaning are shared amongst the child minders and managed well.

The child minder had completed an annual review of the quality of care, which included parents and children's views. The document included ideas for improvement such as finding more toys for the outdoors and requests not to have so many outings. Children took part in the review by using smiley face stickers to show which activities they like the most.

The child minder makes sure the necessary training is completed regularly such as safeguarding, food hygiene and first aid. The safeguarding of children was ensured. For example, Disclosure and Barring Service (DBS) checks for all in the home, who are over 16 years of age, were current as were those of other registered child minders working at the service.

The child minder had written information about the care of children, which was kept up to date. Parents and the child minder spoke to each other daily, sent and received text messages and photos and messaged via mobile applications. The child minding service has a closed social website. Daily sheets and diaries were used for younger children and examples of work completed and observations were kept in scrapbooks for each child. Parents are also given a delightful book of achievements for their child when they leave. Parents were very happy and in the returned questionnaires from the child minder, we read many positive comments. Outings to some local attractions such as the park and play centres take place during school holidays.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

To improve practices, the child minder could consider:

- further improving how accident and existing injuries are recorded by using one record book and complete entries in date order
- further improving handwashing routines referring to the Public Health Wales Guidance.

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 10 March 2020 from 10:00am – 14:30pm to inspect this child minder, but was present on other days when inspecting two other child minders registered at this address. Feedback was given by phone call on 16 March 2020.

We:

- inspected a sample of policies and documents including the statement of purpose and quality of care report for 2019 - 2020
- observed practices and completed observations to capture evidence of children's engagement and the care being provided over three days when other registered child minders were also observed
- spoke to the children
- inspected the areas used
- 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	Ana Ferreira Pinto Lobo
Registered maximum number of places	9
Age range of children	Under 12 years
Opening hours	06:30am – 18:00pm
Operating Language of the service	English, Portuguese and Polish
Date of previous Care Inspectorate Wales inspection	First inspection following registration
Dates of this inspection visit	10 March 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 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: This child minder works with Maria Costa and Flavia Baptista.	

Date Published 05/08/2020

No noncompliance records found in Open status.