



Childcare Inspection Report on

Sara Carter

Chester



Date Inspection Completed

21/08/2019

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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

Sara Carter provides her child minding service from within her family home in Broughton, where she lives with her two children. She provides care Monday to Friday 7:30 to 18:00, Saturday if requested by parents, closing for bank holidays and Christmas. She is registered to care for no more than 10 children under 12 years of age, at any one time. English is the main language used.

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

Summary

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

1. Overall assessment

Children are happy and settled. They enjoy spending time in the care of the child minder and develop a range of skills through the variety of exciting opportunities available for them. The child minder is dedicated to her role and ensures children are safe and a healthy lifestyle is promoted. She manages interactions extremely well and plans stimulating and exciting opportunities for children that support their play, learning and development. The environment is safe and secure and provides a relaxed and welcoming atmosphere for children and visitors. All areas are utilised for the children's benefit and are equipped with good quality, age appropriate resources. The child minder is committed to her role and manages her services extremely well. She effectively uses self evaluation to make improvements and develops positive relationships with parents.

2. Improvements

No improvements were identified on this occasion, as this was the first inspection since registering as a child minder.

3. Requirements and recommendations

We made recommendations relating to the environment.

1. Well-being

Good

Summary

Children express themselves well and know their communication will be responded to in a caring manner by the child minder. They have choices and make decisions about how they spend their time. Children are settled and enjoy being in the company of the child minder and her family, helping them to feel safe. Children interact well together, learning to respect each other and share resources. Children have access to resources and planned opportunities that ensure they enjoy their play and learning and can develop a range of skills.

Our findings

Children had a voice and could make decisions about how they spent their time and elements of the care they received. They could choose if they wanted to play indoors or outside and moved freely between them. Children could access resources they wanted or knew they only had to ask for items they could not reach. For example, a child wanted an item that was stored in the shed outside, so the child minder got it for them. Children were asked what they would like on their sandwiches for lunch and given a range of fruits and other healthy options to choose from for their snack.

Children happily played and it was evident they felt safe as they confidently moved around the environment. They had formed positive bonds of affection with the child minder and her children, whom they played alongside, enjoying each other's company. Children were settled and knew they were able to go to the child minder for support, reassurance, comfort or to invite her into their play experiences. They felt valued as they knew their communication would be responded to in a loving and caring manner by the child minder and they knew their interests and needs would be catered for.

Children were learning to cooperatively play together. They were beginning to understand the need to share resources and play in the same spaces as other children. Children who were of varying ages played alongside each other and the older child was accepting of the younger children and knew they had different needs, showing them kindness and being supportive towards them. For example, when two of the younger children wanted the same toy tractor when playing outside, the older child got another tractor and persuaded one of the children to play with that one instead. Children were learning good manners and showed politeness, saying please and thank you at appropriate times and with very few reminders from the child minder.

Children showed enthusiasm and enjoyment as they took part in activities they had freely chosen. They had access to exciting and inspiring opportunities and ones that allowed them to follow and extend on their interests and learning. For example, children thoroughly

enjoyed playing and exploring the edible farmyard that the child minder had set up. They relished in developing their senses as they felt the pretend mud that was made from chocolate and crushed the hay flooring made from cereal.

Children could develop a range of skills as they had opportunities to take part in a variety of activities that helped them to learn. For example, a child who's target was to develop their knowledge of colours had access to a table that had different coloured resources on so they could access and identify them during their free play. Children had opportunities to be independent. For example, those who were able could access the toilet and wash their hands and one child got some water from the sink so they could wash their toys.

2. Care and Development

Excellent

Summary

The child minder is successful and committed to implementing effective policies and procedures that keep children safe and promote a healthy lifestyle. She manages interactions in a professional and caring way, whereby she is an extremely good role model for the children. The child minder plans imaginative opportunities for the children, which inspire them to learn and allow them to follow their interests.

Our findings

The child minder understood how to keep children safe and fully and effectively implemented her policies and procedures. She knew how to safeguard children, having recently completed child protection training and knowing the procedure she would follow should she have concerns about a child. The child minder conducted regular fire drills with the children so they were all aware of how to evacuate the premises if needed.

The child minder showed professionalism and a good knowledge of how to promote a healthy lifestyle. She had read and implemented new guidance on providing food in child care settings, which was evident through the menus we inspected and the food provided on the day. The child minder ensured children had access to water throughout the day and they were reminded to have a drink so they remained hydrated. Extensive opportunities were provided for children to be active and get fresh air. For example, having access to the garden or walks to the local park or other places of interest. Positive procedures were followed which helped prevent cross contamination and the spread of germs. For example, hand washing was completed at appropriate times and an effective nappy changing procedure was followed.

The child minder was supportive and highly active in encouraging children to interact positively together. For example, two children wanted to play with the same toy house so the child minder explained calmly and at the child's level that it was nice to share and that if she moved it between them they could both play. The child minder communicated with the children in a loving and kind way that modelled and taught the children how to interact well with others.

The child minder highly valued each child and fully understood their individual needs and interests. She had developed an extremely informative individual folder for each child. This contained personal details on the child, contracts, observations she had made on the child and development records. The child minder completed in depth records on each child's progress, which were then used effectively to identify next steps in their development. The child minder then considered the targets for each child to plan suitable activities that fully supported the children's learning. The child minder provided children with exciting and inspiring learning experiences. This was evident through the observations we made and the

photographs we saw of children smiling and thoroughly enjoying their time in her care. For example, the children had each made a tie-dye T shirt the day before our visit which, they had enjoyed doing and the child minder had created an edible farm for the children to play with as part of their topic. This consisted of hay bales and hay on the floor created from various cereals and a mud bath made from chocolate. The child minder planned activities and was willing to enhance these so the children could follow their interests and extend on their learning. For example, when a child showed an interest in washing their toys, she set up a larger tub of water, with bubbles outside.

3. Environment

Good

Summary

The environment is clean and well maintained and provides a warm and relaxed atmosphere. All areas were utilised and provided safe and secure areas for the children to play and learn in. Resources and facilities were age appropriate and of a good quality.

Our findings

The child minder ensured the entrance to the service was controlled by keeping the front door locked and the garden secure. We were requested to sign the visitor's book upon arrival and registers were kept of all children in attendance, evidencing that everyone could be accounted for in an emergency. The child minder had conducted in depth risk assessments on all areas used by the children. These showed, that wherever possible, hazards were eliminated or managed effectively. For example, a safety gate was used to partition the kitchen from the dining area, so it could not be accessed by the children unless they were accompanied. Checks were completed to support the child minder in ensuring the environment was safe. For example, the fire alarm was checked monthly.

The environment was kept clean and well maintained. The child minder had developed an environment that was child centred and provided a warm and relaxed atmosphere for children and visitors. Photographs and work completed by the children were displayed throughout, helping the children feel valued and have a sense of belonging. The child minder had created a room specifically for the children, so they had their own space to play and learn. Children also had access to the kitchen/diner for eating and completing messy play or craft activities. All rooms were utilised effectively and provided children with suitable space.

The garden could be accessed directly from the kitchen/dining room. There was decking that was equipped with a mud kitchen and water play area. The rest of the garden had been laid with artificial grass, which made it more appropriate for children to use in all weathers. The children had access to the garden throughout the day and photographs and discussions with the children and child minder evidenced it was utilised effectively.

The child minder was creative in purchasing resources. Natural materials were used to enhance children's play and discussions with the child minder evidenced this was an area she had identified for improvement. All resources and facilities were kept clean and well maintained. They were of a good quality and all age ranges were catered for and children's interests considered. There was low level storage so children could independently access items and equipment such as a small step in the bathroom.

4. Leadership and Management

Excellent

Summary

The child minder manages her service extremely well. She is committed to self evaluating and improving her service to benefit the children she cares for. A good relationship with parents is developed and the child minder ensures they are kept fully informed about their child's progress.

Our findings

The child minder was committed and dedicated in her role in providing care for the children. Discussions with her evidenced that she was motivated in providing the best care possible. She had developed informative and effective policies and procedures that were implemented well and updated regularly to ensure they reflected current practice and guidance. All paperwork was complete and well organised. For example, children's records we inspected contained the required information and accident and incident records were completed and shared with parents. The statement of purpose provided the information needed for parents to make a decision if it was the right care for them and their child.

The child minder was self motivated and committed to improving her service. Although she had been operating for less than 12 months she had already written a quality of care report. This considered the views of parents, which she had collected through questionnaires and the views of children, which had been collected through observations. The suggestions made by parents had been reviewed and acted on by the child minder. For example, a parent had suggested a change to the daily diaries they received. The child minder had considered this and made changes.

The child minder ensured her Disclosure and Barring Service Check was completed and up to date. She attended core training to ensure it was updated regularly. For example, paediatric first aid, safeguarding and food hygiene.

The child minder managed resources well. She was consistently reviewing and updating items so they were of a good quality and kept clean and well maintained. She understood child development, which allowed her to manage her resources so they were suitable for all age ranges.

The child minder effectively ensured parents were kept updated on their child's experiences and development. Daily diaries were used to share written information about the child's day and informal conversations enabled parents to know what their child had been doing during the day. The parent questionnaires we inspected were very complimentary about the child minder and said they were kept well informed.

The child minder uses a wide variety of places in the local area to broaden and enhance the experiences for the children. For example, they had recently visited the local library when there was an event involving mini beasts and they regularly went to the local park and play

centre. The child minder supports and encourages the children to be sociable. She has close links with other child minders and they regularly meet so the children can play together and she takes children to local play groups.

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 recommendation;

- Continue to introduce more natural materials for free choice play.

6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the provider was given short notice to check their availability. One inspector visited the service on 21 August 2019 from 9:15 to 12:00.

We:

- Inspected a range of paperwork including, policies and procedures, registers, risk assessments and three children's files;
- observed practice 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 over the phone on 22 August 2019.

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	Sara Carter
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	Monday to Friday 7:30 – 18:00. Saturday by request.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since registering
Dates of this inspection visit(s)	21 August 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 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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