



Childcare Inspection Report on

Sarah Meyer

Abergele



Date Inspection Completed

19/11/2019

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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

She is registered for 10 children under the age of 12 years. English is the language spoken in the service with some Welsh words and phrases. Opening times are flexible to suit parental need.

This is a service that does not provide an 'Active Offer' of the Welsh language.

Summary

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

1. Overall assessment

Children are happy and busy at this service with a range of activities and experiences they enjoy. The child minder is organised and keen to improve her service. She is a good role model and has a good relationship with parents and good links with the community.

2. Improvements

This is the first inspection since registration.

3. Requirements and recommendations

None

1. Well-being

Good

Summary

Children are able to express their needs and make their own choices. They are happy and have good interactions with the child minder and each other. Children are settled and enjoy their activities and learn different skills through play.

Our findings

Children had a choice of which activities they wanted to participate in as they could easily access what they wanted to do. For example, they wanted to have a picnic, which was brought out straight away. Children expressed themselves well and knew what they had to say was understood even non verbal cues from the youngest children. Their wishes were respected as when a child said they did not want to paint, the child's choice was listened to.

Children were settled and happy; as soon as they arrived they settled quickly and started to play. Children had established close relationships with the child minder as when they needed comforting, children naturally approached her for reassurance before happily going back to play.

Children were happy to take turns respected each other's choices, for example when deciding where to sit for their picnic. Children listened to instructions well and, when asked, helped tidy up.

Children engaged well in play based activities with all of them smiling as they played. They enjoyed looking at books and we saw photos of the children enjoying different activities, such as baking.

Children were successfully learning skills of independence, using the toilet with the minimum of help and washing their hands. They used their imagination, and developed skills such as fine motor skills as they played. They had plenty of opportunities to keep physically fit by spending time outside in the fresh air. Children had lots of opportunities to speak with the child minder having lots of chats with them about their homes and families.

2. Care and Development

Good

Summary

The child minder has close relationships with the children and knows them well. She generally ensures children are kept safe and promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She encourages positive interactions and is a good role model.

Our findings

The child minder knew what to do should she have a concern relating to safeguarding children; she understood the procedures to be taken and had completed a child protection course. The child minder held a current Paediatric First Aid qualification enabling her to administer emergency first aid and had an appropriate policy.

The child minder promoted acceptable behaviour and treated children with respect. She celebrated children's achievements and gave them lots of praise. The child minder was a good role model, she spoke to children at their level using simple language which was easily understood. The child minder was consistent in her approach to managing positive interactions so children were clear about what to do. For example, she encouraged children to take turns and be kind towards each other.

The child minder planned varied play and learning activities suiting the children's ages and stages of development, both inside and outdoors. For example, children visit the park and the beach. Progress is recorded and next steps for learning are considered. There was a lot of happy chatter and smiles as the child minder joined in with the children's play, which they all fully enjoyed. The child minder has a good relationship with parents. She speaks to them daily so keeping parents well informed about their child's day. This also ensures the child minder is kept fully aware of the child's well-being and could schedule her day to cater for their needs. The child minder made sure activities promoted children's play and learning and told us these were planned in accordance with what children wanted to do.

3. Environment

Good

Summary

Children are provided with a welcoming, clean, and secure environment. The child minder provides a selection of resources which promote children's play and learning and are suitable for the ages and stages of development of the children attending. The layout of resources in the playroom promotes children's independence.

Our findings

The child minder had devised written risk assessments and provided a clean and suitable environment for children to play and learn. The premises were secure to prevent unauthorised entry and keep children safe.

Care was provided on one level indoors and a garden to the rear of the premises with plenty of visits in the local community such as to the park and beach. The playroom gave children lots of space to move around and be active. The environment promoted children's independence as the bathroom was easily accessed for them to wash their hands. All areas used by children were clean and well maintained. The child minder told us the family dog joins the children for walks and a separate risk assessment has been completed for the family dog.

The child minder provided clean and well maintained resources which suited the children's ages and stages of development. She gave children plenty of choice as to what they wanted to play with and also changed toys and equipment in order to maintain their interest. Comfortable and homely furniture including a single bed ensured children could relax and sleep and other furnishings such as soft blankets were put to good use as they all sat together to eat their lunch which was turned into a teddy bears' picnic.

4. Leadership and Management

Good

Summary

The child minder has a clear vision and aims to provide parents and their children with a service suiting their needs. The child minder manages resources well and makes improvements for the benefit of the children. There are positive partnerships with parents and the local community.

Our findings

Overall, the child minder has established effective systems to manage the service. The child minder's statement of purpose provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder maintained the required records, such as information relating to children and daily attendance records. The child minder had devised policies and procedures relating to the care she provided and kept all information about her service safe to maintain confidentiality for parents and their children.

The child minder made improvements for the children's benefit. The child minder understood the need to complete a quality of care review and a written report within a year of her commencing. She knew this needed to encompass the whole service including improvements to date, those planned for the future and feedback from both parents and their children. Recommendations made during the inspection were swiftly actioned.

The child minder managed resources well. She had attended and successfully completed courses showing she kept abreast of current practices in order to improve her care of children. The child minder ensured both herself and one other person aged over 16 years held current Disclosure and Barring Service (DBS) certificates.

The child minder had established positive partnerships with parents making sure they were kept informed about their child's well-being, both verbally and in writing. Parents also provided her with written and verbal information about their child before their child started, meaning the child minder knew the children's dislikes, preferences and daily routine. The child minder took children on local walks, to the park and the beach and to local toddler groups, which helped to extend their knowledge of the world around them and enabled them to feel part of the community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None, all completed.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 19 November 2019 from 10:00 to 15:30.

We:

- inspected, risk assessments, policies and procedures, registers, and children's files;
- spoke to the children, the child minder and the child minder's partner;
- inspected areas used by the children; and
- considered evidence forwarded to us after the inspection on 3 December.

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	Sarah Meyer
Registered maximum number of places	10
Age range of children	Children under the age of 12 years of age
Opening hours	Flexible to suit parents
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration.
Dates of this inspection visit(s)	19 November 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. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

Date Published 27/02/2020