



Inspection Report

Sian Eastwood

Deeside



Date Inspection Completed

14/01/2021

Welsh Government © Crown copyright 2021.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert First Inspection
Is this a Flying Start service?	Manual Insert
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.’

Summary

This was a virtual focused inspection; therefore, we have not considered the full lines of enquiry.

Children are provided with care that supports their development and helps them enjoy their play experiences. The child minder keeps children safe and provides suitable activities and resources that allow children to follow their interests. The environment is welcoming and suitable for the children. The child minder manages her service well and ensures parents are kept informed about their child's development and experiences.

Well-being

This was a virtual focused inspection; therefore, we have not considered the full lines of enquiry.

Children make choices and have a say in how they spend their time. They actively decide what they want to play with and when the weather allows they can choose to play indoors or outside. Children who are able to express themselves are involved in creating the house rules, which gives them a better understanding of what is expected of them.

Children are happy in the care of the child minder. They are settled and form a positive relationship with the child minder and her family. All children played joyfully alongside the child minders daughter and they were excited when the child minders husband returned home, greeting him at the door. Friendships develop and children of all ages happily play together.

Children confidently chat to each other and the child minder. They interact well showing they are learning about cooperation and sharing. For example, a child was playing in the home corner, pretending to make food for everyone. Another child joined them and they cheerfully played together.

Children are interested in the activities available and enjoy their play. All children are able to focus for a suitable length of time for their age and stage of development. For example, a group of children decided to do a jigsaw. They concentrated until it was finished. Children are busy and actively take part in a range of activities.

Children access the resources and most facilities independently. For example, if they are able to they can use the toilet independently. Children move around the environment independently and are supported to do things for themselves.

Care and Development

This was a virtual focused inspection; therefore, we have not considered the full lines of enquiry.

The child minder keeps children safe and healthy. Cleaning routines are in place and these have been increased due to the COVID-19 pandemic, helping to prevent the spread of the virus and other infections. The child minder understands safeguarding and what she would do if she had concerns about a child. Fire drills are conducted regularly so children and the child minder are aware of how to evacuate the premises if needed.

The child minder supports children to interact appropriately. She is a good role model and encourages children to share and cooperate. Any unwanted behaviour is dealt with quickly and calmly through discussions. For example, a child became over enthusiastic with their play and was caringly spoken to by the child minder. Good manners are promoted with the child minder reminding children to say please and thank you at appropriate times.

The child minder is familiar with the children's individual needs and plans which resources she is going to provide for the children according to their interests. The child minder records children's development and progress using an App and this is shared with parents. This allows her to organise suitable activities for the children to help them learn, especially during this period when schools are closed. For example, we watched children take part in a phonics activity. The child minder extends children's learning during their play. This is done by counting items they are playing with or identifying colours.

Environment

This was a virtual focused inspection; therefore, we have not considered the full lines of enquiry.

The environment is a safe space for children. The entrance is secure and any visitors are requested to sign a visitor book. Risks are identified and where possible eliminated, which is even more evident during the current COVID-19 pandemic. For example, hand sanitiser is available at both entrances for the child minder, her family and the children to use.

The environment is clean and well maintained. It provides a light, bright and spacious area for children to play and learn. There is direct access to the inviting outdoor space. This includes an area with artificial grass and a shelter.

The child minder provides suitable resources for the ages and stages of development of the children. These are alternated regularly to allow them to be cleaned before being used again by another group of children, which is especially important during the current pandemic. The environment is equipped with suitably sized furniture and equipment to support children. For example, child sized table and chairs and a step and special seat available in the toilet.

Leadership and Management

This was a virtual focused inspection; therefore, we have not considered the full lines of enquiry.

The child minder has a good understanding of her service and what she needs to do to ensure regulations are met. Policies and procedures are up to date and the statement of purpose includes all the required information.

The child minder has completed a quality of care report that includes the opinions of people using her service. She assesses what has gone well and makes plans to further improve the care she provides. Plans were made and a sheltered area constructed outside.

The child minder keeps up to date with training including first aid and safeguarding. All members of the household over the age of 16 have up to date Disclosure and Barring Service checks (DBS).

The child minder makes sure parents are kept informed about their child's progress through the introduction of an APP. This allows information about the child's progress and their daily routines to be shared instantly with parents. It also allows parents to share information with the child minder if needed.

Areas for improvement and action at, or since the previous inspection

None		
------	--	--

Areas where immediate action is required

None	
------	--

Areas where improvement is required

None	
------	--

Recommendations to meet with the National Minimum Standards

None

Date Published 11/02/2021