



Childcare Inspection Report on

Kaley Wood

Denbigh



Date Inspection Completed

5 February 2020

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

Kaley Wood is registered to care for 10 children from her home in Denbigh, where she lives with her family. Children aged three months to 12 years old can attend the service. The service is open between the hours of 8:00 and 17:30 from Monday to Friday. The house is located on a quiet street on a housing estate. There is a large back garden which gives children opportunities to play outdoors. This is a Welsh medium service which provides the Welsh Language Active Offer.

Summary of our findings

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

Summary of our findings

1. Overall assessment

Children who attend this service are happy, content and truly enjoy their time there. A good range of activities is on offer which promotes children's development and contentment and enables them to make their own decisions and choices. The child minder is experienced and responds to children's needs and requirements. An affectionate and caring relationship had developed between them. She is well-motivated which ensures that she makes changes for the better to enhance the lives of children in her care. The environment is safe and suitable with a range of resources.

2. Improvements

This was the service's post-registration inspection. Since the inspection visit, the child minder has sent evidence to Care Inspectorate Wales confirming that the blind cord in the bedroom has been made safer.

3. Requirements and recommendations

We have made one recommendation in the Environment section in regard to making the blind cord in the bedroom safer.

Summary

Children are happy, confident and comfortable and they enjoy their time with the child minder. They are able to communicate with the child minder, and their wishes are listened to. They feel happy in their environment, and this facilitates their development and fosters their independence. Children interact well and they have developed a close and warm relationship with the child minder. Their individual needs are met in a timely manner.

Our findings

The voice of the child is listened to in this service. Children used non-verbal methods mostly and managed to communicate successfully. They responded to routine questions such as *'ti isio tost?', 'ti isio mwy o fefus?', 'ti isio chwarae fama?'* (would you like toast?, would you like more strawberries?, would you like to play over here?) and so on, making simple decisions and expressing their wishes. Children were given the freedom to move from one activity to another, giving them an opportunity to express preferences, especially when choosing to play with the toy cars and track on several occasions. We noted that children were consistently encouraged to communicate in Welsh and that the youngest were given constant support in pronouncing words, in order to develop their literacy skills. Children express themselves exceptionally well and the language they use at home is celebrated and promoted.

Children are happy and content, and they have developed a friendly and warm relationship with the child minder. Children felt confident and secure with the child minder, and our visit did not disturb them in any way. Children received regular cuddles and were allowed to sit on the child minder's lap when listening to stories and singing.

Children interacted well with each other at all times. Children received regular praise and responded well, showing that they were starting to learn to share and play together, for example when playing with the toy cars, and when choosing crayons to colour. They also demonstrated pride and pleasure in sharing and showing us their toys, indicating that they wanted us to join in their play. Children were happy to play independently or with each other and the child minder, and there were also opportunities to relax quietly when needed. We saw children helping each other to complete jig-saws, sharing and exchanging the puzzle after they had finished with it. Children respected each other, and were developing their social skills.

Children enjoy the play and learning opportunities and make decisions and choices about their activities. Children enjoyed looking at the picture book and trying to name the objects in the pictures. We saw children taking part in a variety of activities, responding with

curiosity and enthusiasm when colouring, playing musical instruments, singing and playing the piano. They hugged the child minder to show their satisfaction.

Children are given good opportunities to learn and develop their independence skills, which enables them to follow their interests and do things for themselves. Children succeeded in feeding themselves to a large degree and were encouraged to do so. Children's linguistic development was evident as they repeated new words they had learned.

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2. Care and Development

Good

Summary

The child minder keeps children safe and promotes healthy living. Children's interaction is managed well and the child minder has created a homely and caring atmosphere. Children's development is promoted and the child minder shows a full understanding of key procedures and policies.

Our findings

Children's health and safety are prioritised in this service. The child minder operates clear and dedicated policies and procedures and implements them consistently. She applies effective practices and maintains order to keep the environment safe and clean. In conversation, we were satisfied that the child minder prioritises safety and thoroughly understands her responsibility to protect children. The child minder attends essential courses and ensures her certificates are up-to-date. Fire drills are logged and carried out regularly, as are fire alarm checks. Infection control guidance was followed when changing nappies, and hygiene practices were adhered to before and after serving food. She ensured children were safe by providing dedicated high chairs for children to use when eating. She kept detailed records of accidents, and parents signed the book. She also ensured that all necessary insurance was up-to-date. The child minder promoted healthy living by making sure that children always had access to drinking water, that they were given a healthy snack and that they were also given frequent opportunities to go out in the fresh air. Children were constantly reminded about hygiene and safety rules during all activities.

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The child minder understands how to manage behaviour and applies behaviour management strategies in a consistent manner. She knows the children well, and demonstrates excellent knowledge of their development. She spent a great deal of time playing on the floor with the children and encouraging them to play together and share. Special attention was paid to young children's speech development, and we witnessed much celebration when one of the children learned to pronounce a new word. The child minder encouraged the children to colour independently and urged them to hold the crayons properly. Children were praised for showing kindness towards one another, and were encouraged to help tidy up by making them aware of their responsibilities. The child minder acted as a very good role model, dealing with the children consistently and respectfully.

The child minder is aware of children's individual development and provides resources and play and learning activities which are suitable for their age and developmental stage. We saw a sample of a book recording children's development, and also the plans she has implemented to develop this practice. She showed good skills when promoting children's linguistic development by repeating words and asking them to imitate the animal noises when reading them a story. The child minder has a background of working in a school, and she knows how to maintain children's interest by offering a variety of activities in a timely manner, regularly asking '*ti isio chwarae efo?*' (do you want to play with...?). She succeeded in meeting individual needs as she knows the children well.

3. Environment

Good

Summary

The child minder provides care from dedicated rooms in her home. There are suitable procedures in place to keep the children safe. The child minder ensures that children have stimulating areas and resources for them to explore. She provides various activities and suitable resources to maintain children's interest.

Our findings

The child minder incorporates effective procedures in her daily practices to keep the children safe and ensure their well-being. The external door is kept locked at all times, and safety gates are used for the stairs and the entrance to the kitchen. The environment was clean and safe and in a good condition. There were individual towels available for children in the kitchen where they washed their hands, which were changed daily. The child minder had completed a general risk assessment and had recorded the date of the next review. We saw that actions to minimise risks had been incorporated into daily practice and procedures. The outdoor area is large and is enclosed by a strong fence, with a separate area for the dogs. Children were not using the outdoor area at the time of the inspection due to the recent inclement weather. We saw that children slept in two of the upstairs bedrooms, and noted that a hook needed to be fitted for the blind cords. Although children do not have access to the blinds at present because of their age, we recommended the improvements for the future. The child minder was contacted before the publication of this report, and she confirmed that the safeguarding actions had been taken.

The child minder has ensured that the environment includes an indoor play area which allows children to play freely. The large lounge also allows the child minder to change nappies in a quiet corner out of the way. There is a table and chairs for children to do puzzles and art work, with suitable high chairs in the kitchen for meals. Resources are accessible to children and are stored in a suitable unit. The play area in the lounge has been divided into experience areas, namely the home area, a music area, and a tent which also serves as a reading area and a quiet area for relaxation. This arrangement allows children to play with each other or have quiet time on their own.

The child minder provides suitable toys and resources which are accessible to the children. The toys, resources and environment were very clean, and we were told that they are checked on a weekly basis. We recommended that the child minder record this practice. The resources engage children and give them enjoyment, especially the toy cars and track. There are also standard resources in the outdoor area, with an adventure centre to encourage children to be adventurous. A number of the resources have been made from sustainable materials.

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4. Leadership and Management

Good

Summary

The child minder understands and exercises her responsibilities with respect to regulations. She ensures that she attends relevant courses in order to improve and develop the service.

Our findings

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The child minder has a specific vision for the service, and she updates her knowledge and familiarizes herself with policies in order to develop further. She has a detailed and complete file of policies in place and she ensures that the procedures are reflected in her daily practice. The child minder showed that she was aware of the need to review these documents on a regular basis and record the date in the file. The child minder provides a comprehensive statement of purpose in order to ensure that parents have access to adequate information about the service. She collects detailed information about children before they start attending the service and the information is kept in an appropriate manner. The child minder showed full understanding of her responsibility to promote the Welsh language and she provides the Welsh Language Active Offer.

The child minder follows procedures in order to review the quality of care. Although the service has only been operating for four months, we saw records of a three-monthly review of care. She has not yet drafted a quality of care report, but intends to do so once the service has been operating for a year. We saw the questionnaires that had already been drafted for parents, ready to be distributed.

The child minder takes her duties seriously and is self-disciplined. She worked tirelessly to maintain full control of her time and her resources. The child minder ensures that appropriate insurance certificates are in place and that the DBS check for herself and her husband is up-to-date. The child minder attends courses regularly to ensure that her knowledge of health and safety is up-to-date.

She makes sure that all systems for communicating and engaging with parents are working well. Parents were provided with information about their children via a contact diary, and an informal chat when coming to collect their children. Unfortunately we did not have an opportunity to discuss this with parents. The child minder also interacted with other child minders in order to give children extended opportunities to interact with their peers and develop social skills. She has also ensured that parents and children know the individuals she has arranged to cover for her in case of emergency.

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5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

Check and improve the safety of the blinds in the bedrooms.

6. How we undertook this inspection

This was an unannounced visit although we telephoned her a little in advance to confirm the days and times the child minder would be available. The inspection was undertaken on Wednesday 5 February 2020 between the hours of 9:10 and 13:30. An arrangement was made to call the child minder on Friday 07 February to report back. We observed indoor activities. Also:

- we reviewed a range of documents – namely the Statement of Purpose, the file of policies and procedures, risk assessments and the accidents book as well as two children's personal records;
- we observed a range of activities during the inspection, observing the care the children receive;
- we observed the areas used, toys and resources; and
- we spoke with the child minder herself and interacted with the children.

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(s)	Kaley Wood
Registered maximum number of places	10
Age range of children	3 months – 12 years
Opening hours	8:00 – 17:30 Monday to Friday
Operating language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	Post-registration Inspection
Dates of this inspection visit	05 February 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 which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Additional information:	

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