



Childcare Inspection Report on

Glenys Davies

Wrexham



Date Inspection Completed

16/03/2020

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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

is registered to care for up to 6 children under the age of 12 years. She provides care from 7:30 am to 18:00pm, Monday to Thursday, from her family home in Gresford, Wrexham.

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

Summary

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

1. Overall assessment

Children are settled and feel comfortable. They enjoy their play and being in the company of others. The child minder is caring and provides toys, resources and activities the children enjoy. She is a good role model and keeps children safe. The child minders home has a warm and welcoming atmosphere that gives children the space they need to play indoors and outside. Resources and toys are of a good quality and well maintained. The child minder generally manages her service well. However, some improvements are needed to ensure she meets regulations. Self-evaluation is completed regularly and the child minder has up to date training. Close links are developed with parents/carers and the local community.

2. Improvements

Since the last inspection the child minder has attended relevant safeguarding training, introduced an effective way to reviewing the service she offers and bought new toys and resources.

3. Requirements and recommendations

We informed the child minder that the service was not complaint with Regulation 6 (3) (b) (i) (aa) of The Child Minding & Day Care (Wales) Regulations 2010. She did not have a current Enhanced Disclosure and Barring Service Check. This was submitted before the writing of this report.

We informed the child minder the service was not complaint in relation to Regulation 20 (2) (a) of The Child Minding & Day Care (Wales) Regulations 2010. She had not ensured household members over the age of 16 had a current Enhanced Disclosure and Barring Service Check

We have not issued non-compliance notices on this occasion. This is because there is no immediate or significant risk to or poor outcomes for people using the service. We expect the registered person to take action to rectify these and we will follow this up at the next inspection.

We made recommendations relating to recording fire drills and additional information to include in the complaints policy and statement of purpose.

1. Well-being

Good

Summary

Children are happy and enjoy being in the care of the child minder. They are settled, as they know their needs will be met. Children have fun and play well together.

Our findings

Children enjoy moving around the rooms, choosing to play indoors or outside. Children confidently chatted to the child minder, asking for toys and letting her know what they would like to do. They know the child minder will consider their needs and that their routines will be catered for. For example, a child who was tired was allowed to sleep even though it was nearly lunchtime, evidencing that their needs took preference over routines and children told the child minder when they were hungry.

Children arrive happy and separate well from their parents. They are excited to see the other children as was evident when children were hugging each other. Children talked to us about what they were doing and what they enjoyed and the child minder was proud to share children's achievements, making them feel happy and valued. Children were keen to tell us about their recent ride on the bus and how they had to sit still and stop the bus by pushing the red button. Children have a good relationship with the child minder. They are comfortable in her care and know they will be well looked after.

Children chat happily with each other, the child minder and us. They enjoy playing together and are pleased when others arrive. For example, when children arrived from school they played together in the garden. Children know the routines and what the child minder expects them to do. For example, they knew to sit at the table when eating.

Children enjoy their play and have fun. There was lots of laughter and smiles as the children played together or alongside the child minder. For example, a young child was enjoying pretending to be a doctor and looking after the doll. Children asked to go to places they enjoyed visiting, such as the local park, where they pretended the roundabout was a bus, and gave the child minder pretend money to pay for their ticket.

Children know where the toys are kept and most were able to get items they wanted without help. Children who were being collected from school were aware of the rules, such as not walking too far in front and staying on the path, giving them some independence and freedom when walking to the child minders house. Children attempted to put their own coats and shoes on when going outside and ate independently.

2. Care and Development

Good

Summary

The child minder keeps children safe and promotes a healthy lifestyle. She is a good role model and teaches children to be polite and well mannered. The child minder knows the children well and plans appropriate opportunities for them to take part in.

Our findings

The child minder has up to date training in paediatric first aid and safeguarding which helps her keep children safe. She knows and has taught the children what to do if they have to evacuate the house quickly; however, there was no written record of fire drills. The parents provided food and drinks for the children and the child minder encouraged these to be healthy. The child minder makes sure children have lots of fresh air and opportunities to be active. She does this through regular walks and trips around the local area and regularly using the garden. The child minder follows effective cleaning routines, which include hand washing and ensuring surfaces are clean.

The child minder cares for children in a loving and supportive way. She is a good role model and supports children to develop good communication skills through her use of good language. For example, lots of conversations were heard between the children and the child minder, especially during such times as lunch and when walking back from school. The child minder involves herself in children's play when it is appropriate to do so. For example, she happily shared a book with a child. She understands that sometimes children want to play alone. The child minder supports and encourages children to follow routines and be well mannered.

The child minder knows the children well and understands what they like to do. This allows her to plan suitable activities and provide good care. For example, she knew the children liked having a chance to be active after school and enjoyed ride on toys. Therefore, she had bought new cars and bikes for them to play with and allowed them time in the garden. The child minder plans activities related to festivals and celebrations such as Mother's day but she is very flexible and if the children want to do something else then they can. For example, if the weather is nice the children may prefer to play outside than do craft, which they are able to do. The child minder made some daily routines more fun for the children. This included visiting the park or looking at interesting things around them on the way to or from school. The child minder used questions to help children learn through their play. For example, asking what noises the vehicles made as they looked at a book together.

3. Environment

Good

Summary

The child minding home is safe and secure. She makes sure it is free from hazards and provides a warm and welcoming atmosphere for the children. Toys and resources are of a good quality and interesting for children.

Our findings

The child minder makes sure her home is a safe place for children. She makes sure her home is secure from unauthorised people by locking external doors. The child minder checks her home and the rooms used by children daily to ensure they are safe. Any hazards the child minder identifies are dealt with. For example, the garden gate is locked when children are outside.

The child minding home provides children with a warm and welcoming atmosphere. The rooms used by the children are spacious and give them the space they need to move around safely and have enough space to play. The home is well maintained and decorated and it has suitable facilities, such as a downstairs toilet, which helps the child minder with the care she provides and allows children to have some independence. The garden is a good space that allows children to be active and play with equipment. For example, riding on bikes and scooters, which the children thoroughly enjoyed.

The child minder makes sure children have toys and resources that they enjoy playing with and are suitable for the age ranges she cares for. These are all stored appropriately so they are kept clean; well maintained and children can reach most of them without having to ask for help, allowing them some independence. The child minder reviews the toys she has regularly and buys new ones when needed or when she finds items, she thinks the children will enjoy. For example, she had recently bought some new ride on toy cars for outside.

4. Leadership and Management

Adequate

Summary

The child minder generally manages her service well. However, improvements are needed to some policies and the statement of purpose. She regularly self evaluates the care she provides and gathers the opinions of others. The child minder makes sure she has completed relevant training but security checks need to be updated in a timely manner. She has good relationships with parents/carers and has close links with the community.

Our findings

The child minder has all the relevant policies and procedures in place, which are reviewed and updated regularly. However, she needs to look at the complaints policy and include timescales for responding to parents/carers. The statement of purpose has most of the information needed to explain what care and service she offers but it does not fully meet regulations. The child minder keeps sensitive information secure and well organised.

The child minder gathers the views of parent/carers and children. She uses these to plan improvements and help her assess the care she provides. She completes an annual quality of care report as required by regulations, and this includes, what had gone well and changes the child minder would like to make in the future.

The child minder makes sure she has appropriate resources for the children she cares for. She has completed training including, paediatric first aid and safeguarding to help her provide effective care. The child minder had not made sure her Disclosure and Barring Service check (DBS), or those of persons over the age of 16 living on the premises were up to date. We have had confirmation during the writing of this report that the child minder has applied for these.

The child minder has a good relationship with parents/carers. She spoke about them with respect and as friends. When parents/carers arrived with their children, they happily entered the house and chatted with the child minder, obviously feeling welcomed and relaxed. Parent questionnaires we saw, all showed that parents/carers were very happy with the service and care the child minder provided.

The child minder has good links with the local school as she takes and collects children. She makes the most of the local community and events that take place. For example, coffee mornings and visiting the local park and library.

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 recommendations;

- to keep a record of fire drills
- to include a timescale to responding to concerns in the complaints policy
- to ensure the statement of purpose includes information about complaints and what would happen in an emergency

6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the child minder was given short notice to avoid a failed visit. One inspector visited the service on 17 March 2020 from 9:15 am to 12:30 pm.

We:

- Inspected a range of documentation including, policies and procedures, and four children's files
- observed practice and completed observations 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
- gave brief feedback to the child minder on the day and again over the phone on 17 March 2020

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	Glenys Davies
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	7:30 am to 18:00 pm Monday to Thursday, closing for bank holidays and Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 March 2017
Dates of this inspection visit(s)	16 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 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:	

Date Published 04/08/2020