



# Childcare Inspection Report on

**Debra Thomas**

**Conwy**



**Date Inspection Completed**

**07/05/2019**

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Debra Thomas operates her service from her family home in Deganwy, Conwy. She is registered to provide care for up to six children under the age of 12 years. The service is currently open from 0830 – 1730 Monday, Thursday and Friday and from 0830 – 1700 each Tuesday. The service operates through the medium of English with some basic Welsh spoken. The service does not provide the Welsh Language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Adequate
<a href="#">Environment</a>	Adequate
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children are happy, nurtured and have fun at this service. They are listened to and their needs are responded to in a nurturing and engaging manner. The child minder manages behaviour positively, keeping the children engaged in age appropriate play based activities and instilling a sense of fun. However, her training and knowledge in relation to early year's education and child protection procedures could be enhanced. The child minder does not currently track children's development or plan activities which implement the principles of the Foundation Phase and this is an area for development. Children are cared for in a safe, well maintained and homely environment which meets the needs of their daily routines well. The child minder is well organised and ensures that compliance with regulations is prioritised.

### 2. Improvements

Since the last inspection the child minder has invested in a roofed gazebo which enables children to have more opportunity to be physically active and spend time outdoors in the fresh air throughout the year. For example, completing crafts on the accompanying wicker furniture.

### 3. Requirements and recommendations

We made recommendations in relation to implementing the Foundation Phase principles, tracking children's progress and keeping parents informed of progress. We also provided guidance on best practice in relation to The Welsh Government's 'Food and Nutrition in Child Care Settings.'

# 1. Well-being

Good

## Summary

Children develop confidence, make decisions and express their views positively. They are settled, secure and have clear bonds of affection. They are relaxed and happily move around with a sense of belonging. They chat enthusiastically together and are forming meaningful friendships. They have opportunities throughout their daily routine to develop skills and independence. Children have fun and are motivated by the happy experiences they have.

## Our findings

Children speak confidently and enthusiastically as they know they will be listened to. They are offered choices and make independent choices frequently. They are included in conversations and actively encouraged to speak up. For example, when telling us about the children's day the child minder encouraged the children to join in and tell us of their experiences which they happily did.

Children are content, valued and are made to feel safe. They smiled regularly and moved around their environment confidently. They had a strong sense of belonging and acceptance. Each child happily collecting a pair of the child minder's boots and parading through the house in them, giggling and having fun. Strong bonds of affection with the child minder were apparent; children approached her for regular hugs and cuddles and received a warm response. The opportunity to sit on the child minder's knee for a story whilst another child slept was quickly accepted. The other child, on waking was gently soothed until they were ready to eat their lunch. Children develop positive relationships and are motivated to form friendships and play together positively.

Children are becoming increasingly sensitive to the emotions of others. For example, we saw a child enthusiastically collecting their friend's drinking cup and passing it to them so they could have a drink after waking. They spoke respectfully to each other and the child minder and were thoughtful in what they said, one child telling the child minder 'you have got beautiful blue eyes!' Children co-operated well with the child minder, they valued and took appropriate care of the equipment and resources, for example, when putting the lids back on the pens when colouring in a picture. The children were polite and behaved well throughout the afternoon. They interacted successfully with one another showing kindness and consideration.

Children were eager to talk to us about their fun trip to the park and local playgroup that morning. They explored their environment freely and were comfortable and relaxed, choosing the toys and books they wished to play with from the selection laid out. Children were interested in the books and found them stimulating, interacting well when listening to the story being read by the child minder.

## **2. Care and Development**

**Adequate**

### **Summary**

The child minder has appropriate policies and procedures in place to keep children safe and healthy. However, her understanding of child protection procedures and food and nutrition in childcare could be further enhanced. She manages interactions well, promoting positivity and modelling good behaviours to the children. The child minder ensures children have enjoyable and fun experiences in a nurturing environment. Improvements are required to ensure children's development and progress is tracked and that suitable developmental activities are planned for.

### **Our findings**

Overall the child minder keeps children safe and healthy. She ensures all mandatory training is kept up to date for example, her paediatric first aid, and that all required information in relation to individual children is well maintained and reviewed annually. She conducts monthly fire drills with the children to ensure they would know what to do in the event of an emergency; the children confidently talking us through evacuation procedures.

The child minder had attended child protection training in 2018 however, some of the responses given to our questions did not reflect a secure understanding of processes. Further revision of these procedures would be beneficial to keeping children safe although the service's arrangements for safeguarding children meet requirements and are not a cause for concern.

The child minder promoted healthy lifestyles, encouraging children to be active and ensuring they had regular opportunities for outdoor play. Snacks and food provided by the child minder offered some nutritional value however, it would be beneficial to children for the child minder to have a snack menu and to plan a variety of healthy snacks in line with the Welsh Government's Guidance for Food and Nutrition in Childcare Settings.

Good personal care practices were promoted and the recommended best practice procedure when changing children's nappies was carefully followed.

The child minder managed interactions consistently and with a caring approach. She responded in a timely manner to meet children's needs and treated all children with equal care and respect giving regular praise and encouragement. The child minder was a model of positivity for the children and encouraged the children to join in and have fun. For example, when dancing to the music on the radio. The child minder knew the children in her care well and respected their individual preferences. She played alongside the children and encouraged their development. The children responded well when the child minder gave instructions and their behaviour was good.

Parents are kept well informed of their child's day through regular messages and photographs. Tracking children's development would be beneficial as the child minder

would be able to share children's positive progress with parents. The child minder does not plan activities which offer a balance of adult led and child initiated play however, her day to day practices do offer this. She regularly takes the children to the local playgroups and whilst the children engage in free play at her home, she also offers them the opportunity to have positive adult led activities. For example, when reading a story to a child the child minder provided a rich language environment, discussing the pictures with the children and relating them to their own experiences. The child minder promotes children's understanding of the Welsh Language by regularly encouraging the use of both languages. The child minder had an understanding of how to support children with some additional needs and had completed relevant training.

### **3. Environment**

**Adequate**

#### **Summary**

The child minder ensures children are cared for in safe, clean and secure surroundings. She offers a friendly and welcoming environment to children which successfully meets their needs and which promotes their independence. She ensures toys are well organised and that the range available suitably meets children's age appropriate needs. Toys and resources are kept clean and in good condition and are rotated daily to ensure the children receive variety.

#### **Our findings**

The child minder follows procedures thoroughly to ensure children are cared for in a secure and safe environment. For example, securing the front door after our arrival. She understands her responsibilities in relation to the safety of her premises, commissioning an annual gas safety check and ensuring risk assessments are reviewed. The child minder is pro-active in ensuring identified risks are addressed. For example, she had identified that the screws needed tightening on one of the chairs and had ensured this work had been completed promptly.

The child minder offered children regular opportunities for outdoor play, the enclosed back garden provided a variety of ride on toys and equipment. Large trees offered shade to parts of the garden making it suitable for outdoor play throughout the year, and there was a variety of surfaces for the children to explore. The outdoor area demonstrated that the child minder understood the need for children to take positive risks and make decisions whilst exploring their environment freely and being physically active. The child minder told us she had removed some damaged equipment and a new replacement swing set was on order. All areas of the premises were well maintained and decorated. The layout of the open plan kitchen and playroom, ensured that the children were well supervised at all times, able to rest when they wished to and were able to access the outdoors with ease.

The child minder ensured children had access to a range of good quality and developmentally appropriate toys and resources. These were laid out for the children each morning and the children told us they enjoyed the variety. The children knew other toys and resources were available and where these were stored. However, they were unable to access these independently. The child minder did recognise when the children wished to play with the playdough and pens and collected these from the storage area. The child minder had resourced the home with equipment which ensured children were able to develop their independence. For example, a step in the toilet allowed children to use the toilet and wash their hands independently.



## **4. Leadership and Management**

**Adequate**

### **Summary**

The child minder is effective in her leadership of the service. She actively seeks the views of those using the service and uses this to evaluate the quality of the service she provides. She undertakes training to keep her knowledge up to date however, this could be further extended to include training in respect of early year's education. The child minder works effectively in partnership with parents to promote children's wellbeing.

### **Our findings**

The child minder is well organised. She keeps the statement of purpose up to date and this provides an accurate reflection of the service she offers.

The child minder annually assesses the quality of the service she provides. She does this by seeking the views of the parents and children using her service. She uses the information provided to collate her annual quality of care review. Planning for improvement and identifying the benefit to children could be further improved.

The child minder offers children the opportunity to be actively involved in their local community by attending playgroups in the surrounding area and enabling the children to socialise with other children. The child minder has a good working relationship with parents and they are made to feel welcome. The child minder keeps parents well informed of their child's day by sending them regular messages and photographs and through daily face to face feedback. Parents told us they had not needed to raise any complaints and that they were 'extremely happy' with the service the child minder provided.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended that the child minder should:

- Refresh her understanding of safeguarding procedures to ensure she knows what to do to keep children safe;
- implement the principles of the Foundation Phase curriculum to ensure children are offered a broad range of developmental play based opportunities;
- track and record children's progress and development on an appropriate tool to enable children's strengths and weaknesses to be identified and activities planned to support these;
- keep a written activity plan of the range of adult led and play based activities offered to the children throughout the week to show how children's individual development needs are being planned for and met;
- introduce a range of natural, tactile and sensory resources in to the children's play to enable children to learn about the world around them and develop their senses;
- ensure resources are easily accessible to the children so that they are able to follow their own interests;
- identify her own training needs in relation to early years education and identify how these could be achieved for the benefit of children, including this information within the annual quality of care review and,
- implement the Welsh Government's best practice guidance in relation to Food and Nutrition in the Childcare Settings to ensure children have the best nutritional start in life.

## **6. How we undertook this inspection**

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Tuesday 7 May 2019 between the hours of 12:35 – 14:45.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by the child minder;
- spoke to the children, one parent and the child minder;
- considered the safety and suitability of the environment for the children and,
- provided feedback to the child minder following the inspection visit.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Debra Thomas
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	Monday, Thursday and Friday from 8.30 to 17:30. Tuesday 08:30 – 17:00. Not open Wednesday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 February 2016
Dates of this inspection visit	07 May 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 the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	

Date Published - Wednesday, 26 June 2019