



Childcare Inspection Report on

Michelle Iacurti

Buckley



Date Inspection Completed

19/02/2020

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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

Michelle Iacurtti is registered to care for a maximum of ten children from birth to 12 years of age. The child minder's home is located in a residential area of Buckley. The service is available Monday to Friday 08:00 – 18:00. The child minder is able to take children to and from local schools and children's groups. The language of the service is English. The service does not provide the 'Active Offer' in relation to the Welsh language.

Summary

Theme	Rating
<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children are extremely happy, settled and speak confidently to make their views and needs known. Their well-being, self-confidence and independence is promoted and encouraged. Children play nicely with others and learn new skills through play. The caring and competent child minder provides a homely play environment and supports children sensitively to meet their needs. She gives the health and safety of children high priority, but needs to develop some of her record keeping so as to keep more information. The environment is safe and suitable with good quality resources. She organises her service well and has helpful and positive relationships with parents and others, which ensure good outcomes for the children.

2. Improvements

The child minder has recently moved house. All risk assessments were reviewed, ensuring children were safe. A quality of care diary is used to record any improvements made to the service or any suggested by those using the service, along with timescales. This information is then easily added to her quality of care report.

3. Requirements and recommendations

The child minder was non compliant with regulation 25 (c) as the registered person was not ensuring unnecessary risks to the health and safety of children were being identified. We did not issue a non compliance on this occasion as suitable action was taken immediately.

We recommended the child minder records more details on her accident and fire evacuation records and considers any changes, which need to be made. Consideration should be given to using purposely designed record books in preference to using photocopied sheets.

1. Well-being

Excellent

Summary

Children can make their own minds up when thinking about what they would like to do and are not afraid to ask for things they want. They speak well in order to communicate and are extremely happy and flourish because they feel secure and relaxed. They enjoy a great amount of purposeful experiences, including outdoor play. Children are learning many new skills through play and are becoming more independent.

Our findings

Children let others know how they were feeling and were listened to. Their choices were always respected as the child minder encouraged them just to say what they wanted to do. They were able to make appropriate choices and decisions because they were aware of the options available. For example, they chose to have a teddy bears picnic during the afternoon as they had previously enjoyed the experience, and asked to play their homemade speckled frog game, which was exciting for them as they had created it. They could help themselves to resources set up around the room in learning areas and could ask to go outdoors, to the park or play centres. They knew in most instances they would be listened to and their requests acted on.

Children were settled and extremely happy with the child minder, and enjoyed her joining in with their play. Strong bonds of friendship were seen between the children and the child minder as most had been at the service for a number of years. We spoke to one child who had plenty of positive things to say about the child minder, in particular saying she was kind. Relationships were developed further as the children played alongside each other happily.

Children co-operated well with the child minder and were aware of the house rules. For example, they listened when told to stand close to the jelly bath and tried their best not to drop it on the floor, which would cause the mat to be slippery. The child minder provided support when needed, treated the children with respect and praised them often. Children interacted well with each other as they shared toys when prompted by the child minder and enjoyed taking turns to throw balls into paper cups. Children tidied up after themselves and put toys away when prompted to do so.

Children were motivated and engaged in their play and learning. For example, when having a pretend campfire in the playroom, playing homemade games, adding up points when playing games and listening to stories. Children had a good variety of activities including self-directed play, which enabled them to gain a good range of skills. Children had a secure relationship with the child minder, which helped them gain confidence and overcome

challenges. Children were encouraged to develop skills to be independent such as helping themselves to their drinks, dressing themselves and progressing with individual targets such as holding a pencil.

2. Care and Development

Good

Summary

The child minder keeps children safe and healthy in a caring atmosphere. She manages interactions well, being a good role model and using positive strategies. She is professional and experienced; promoting children's learning through play, providing a range of activities, outings and meeting children's individual needs.

Our findings

The child minder kept children safe and healthy by adhering to policies and procedures. For example, risks assessments had been reviewed when moving house and accident and medication records were completed appropriately. Parents had been contacted soon after accidents and prior to administering medication when applicable. First Aid training had been completed ensuring the child minder had some knowledge of how to respond in an emergency. There was an appropriate child protection policy in place and the child minder had the relevant contact details to hand. She was confident to carry out her responsibilities if she had a concern about a child. A record of children's attendances had been maintained this included details of her own child also being present. All areas and toys were clean and the child minder wiped surfaces when necessary, however we reminded the child minder children should not share towels. The child minder ensured children had daily opportunities to spend time in the fresh air. Discussion with the child minder showed that children would be safely evacuated in an emergency and fire drills were practiced and recorded monthly, however these were brief.

The child minder successfully managed interactions using positive strategies such as praising the children and explaining why their behaviour is considered to be good, giving them plenty of encouragement when needed and using distraction when minor disputes over turn taking happen. She was able to manage interactions well according to the principles reflected within the behaviour management policy. Children respected the child minder and they wanted to please her so they listened and co-operated with her. The child minder was a good role model, showing patience and respect.

The child minder was kind, nurturing and sensitive, understanding children's preferences such as their favourite toys and activities. The child minder was confident and relaxed having a good understanding of child development and used simple mind maps and weekly planners to record her ideas and those the children suggested. Additional and relevant child care courses had been attended as this child minder had previously worked in a child care setting. She provided a sense of fun and enjoyment, for example in allowing them to have an indoor campfire using an audio visual application on the television. The child minder

understood the importance of learning through play and provided varied opportunities such as a jelly bath, and counting activities. Children went on outings, helping their social skills. The child minder knew the children well, and had gained valuable updated information from parents from contracts and registration forms about their health and stage of development. This meant that she could meet their needs in detail such as knowing their favourite activities and specific dietary needs.

3. Environment

Good

Summary

The child minder has recently moved house and provides a secure, clean, safe and suitable environment. Written risk assessments have been completed to evidence she is aware of how to keep children safe. However we identified non compliance as not all precautions had been put in place in relation to having a boiler in the play room and further professional advice is needed. The environment is child centred and homely giving the children suitable experiences in a designated play room and areas for quiet play and sleeping. The quality and quantity of the games, toys and resources meets the developing needs of the children.

Our findings

The premises were secure, clean and suitable. The main entrance at the front and rear were locked. The outdoor area was safely enclosed. Written risk assessments had been recently reviewed and updated, which demonstrated the child minder was aware of potential hazards and how to manage them. We recommended fire drills were recorded in more detail and evaluated. The child minder constantly supervised the children and ensured their safety. All areas were clean, tidy and well maintained. Public Liability Insurance was current.

The child minder made sure the environment was suitable to provide children with homely care. There was ample space for the children to play with their chosen toy or participate in the activities in the playroom. Wooden floors were easily kept clean and sofas enabled children to relax if necessary. Tables and chairs were available for children in the playroom and lounge/dining room. Messy play and craft activities were encouraged in the play room. Outdoor areas were tidy, organised and well presented. Children could use ride on vehicles and bikes on slabbed areas and decking, and run and play games on grassed areas. A large summer house and shed provided storage space and an area in which to play imaginatively. We saw photos of children accessing places of interest in the local community and further afield, such as parks and play centres.

Children had access to a wide range of good quality and developmentally appropriate play and learning resources including books and table top games. They were in ample quantity to ensure children had a good choice such as craft materials, small world and construction sets and sound equipment for playing music.

4. Leadership and Management

Good

Summary

The child minder is competent and strives to provide a good quality service. Self-evaluation is effective and improvements made considering all involved. Resources are managed well and the child minder ensures she has sufficient materials and on-going support from other agencies. Partnerships with parents are effective for the benefit of the children and their families.

Our findings

The child minder provided an up-to-date statement of purpose that gave an accurate picture of the service provided. She was confident, competent and records were organised, up to date and easily accessed. The child minder ensured all legal requirements were met such as sharing information with us and up to date public liability insurance.

The child minder produced a comprehensive annual review of the quality of care, which included parents and children's views. The document effectively identified areas for improvement such as moving house in order to provide purposely built areas and space for children, and how the premises could best be used and resources stored.

The child minder took her professional development seriously and ensured courses were completed regularly such as safeguarding, food hygiene and first aid. She is qualified and has some experience in child care settings which enabled her to provide educational play. The safeguarding of children was ensured, for example Disclosure and Barring Service (DBS) checks for all in the household who are over 16 years of age were current.

The child minder had written information about the care of children, which was kept up to date. Parents and the child minder exchanged information verbally as the minded children attending were aged three plus and capable of telling their parents what they had been doing after school. Parents were very happy and in the returned questionnaires, with many positive comments being made about the child minder being hardworking, and forming amazing relationships with the children in her care. Parents confirmed they received daily feedback via a phone application, which included photographs and messages. They were also pleased with the scrapbooks being made of their child's time at the setting.

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;

- the child minder records more details on her accident and fire evacuation records and considers any changes which need to be made, and
- gives consideration to using purposely designed record books in preference to using photocopied sheets for accidents, incidents and the administration of medication.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal scheduled inspection. One inspector visited the service on 19 February 2020 from 10:30 – 14:00.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided;
- spoke with the children and child minder;
- inspected the areas used, and
- reported our findings to the child minder.

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	Michelle Iacurtti
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	8:00 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 January 2017
Dates of this inspection visit(s)	19 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 that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their 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 28/07/2020

No noncompliance records found in Open status.