



Childcare Inspection Report on

Claire Fletcher

Deeside

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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

Claire Fletcher operates a child minding service from her home in Shotton, Deeside. She is registered to care for a maximum of 9 children under the age of 12. The service opens Monday-Friday from 7:45am -17:30pm, closing for bank holidays, approximately one week at Christmas and three additional weeks throughout the year. Flying start places are offered.

English is the main language of care. 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	Good

1. Overall assessment

Children are happy and interact well. They are interested in their activities, make choices and are becoming independent. The child minder is warm and caring with the children and she follows effective policies which keep them healthy and safe. She encourages children to interact well and carefully plans activities to promote learning and meet children's individual needs. The child minder's home is safe and secure. It is very organised and welcoming and has good quality toys which meet the needs of the children. However, the garden is not always used well enough to promote children's play. The child minder is experienced and runs her business effectively. She is reflective, makes improvements and is fully aware of her responsibilities. She has good relationships with parents and takes children on regular trips, which positively benefits their learning.

2. Improvements

Since the last inspection the child minder has made many improvements some of which include:

- attending a child sensory training course
- having the top lawn flattened
- replacing the patio doors and blinds
- buying lots of new toys.

3. Requirements and recommendations

We made recommendations in relation to documentation, natural/loose parts resources and the garden.

1. Well-being

Good

Summary

Children are happy and enjoy being at the child minder's house. They are motivated, make choices and decisions and are becoming independent. They have positive relationships and interact well.

Our findings

Children speak confidently and make decisions. For example, they decide which toys they want to get out and ask the child minder to take photographs of their work, which she does. Children's opinions and interests are valued. For example, children suggest trips to go on and these suggestions are listened to by the child minder.

Children have positive relationships with the child minder and their friends. For example, when waking from naps, babies enjoy being cuddled and relax by resting their head against the child minder. Older children help the younger ones and enjoy pointing out their friends in photographs. Children are happy and feel part of the service. For example, their work is displayed which makes them feel proud and they are familiar with routines such as going for a nap after lunch.

Children interact and co-operate well. Babies are becoming more self-aware and are learning to express their needs. For example, they indicate which book they want to read and ask for a cuddle. Children enjoy the child minder's company and happily chat about their play. For example, when talking about making a lantern pot and sitting on the child minder's knee whilst reading stories.

Children are highly motivated, engaged and interested in what they do. For example, they are proud to show their drawings. They concentrate well when reading and enjoy looking for ducks in picture books. Children tell us they like coming to the child minder's house, which was confirmed by the sample of parent questionnaires we read.

Children have many experiences, which help them develop well. Social skills and independence are promoted by children being encouraged to do things for themselves. For example, babies wipe their own mouth and tray after eating and older children use the toilet with only a little help. Children put their banana skins in the bin and take their plates to the kitchen. These tasks help prepare children for starting school.

2. Care and Development

Good

Summary

The child minder follows effective policies and routines which keep children healthy and safe. Interactions are managed positively with the child minder using successful strategies. She is caring and supportive and plans carefully chosen activities to promote learning and meet children's individual needs.

Our findings

The child minder follows effective routines, which keep children safe and healthy. For example, safeguarding is prioritised and the child minder knows what to do if she has concerns about a child. Records show fire drills are held regularly, good hygiene practices are followed and healthy lifestyles are effectively promoted. Food is generally healthy and children have the chance to be active every day. However, sometimes squash is given rather than water or milk and the pet policy had not been reviewed. The child minder does regular training and has up to date certificates in paediatric first aid, food safety and child protection. Accident/incidents are effectively recorded and shared with parents.

The child minder manages children's interactions well. She makes sure children understand what to do by giving them clear instructions. The child minder is warm, kind and is a good role model. For example, she speaks to children with respect, values what they have to say and shows them how to use good manners.

The child minder is experienced, caring and responds effectively to children's individual needs. For example, babies are given naps when they are tired and she supports older children well by asking key questionnaires to further develop their imaginary play. The child minder tracks children's individual development by writing observations and knows what each child is working on. For example, babies are developing their language skills and learning to feed themselves. Each week, the child minder organises a range of interesting activities, which develop learning. She takes children on regular trips to places such as toddler groups, play barns and parks. These have a positive impact on children's social skills as well as encouraging them to be active.

3. Environment

Good

Summary

The child minder's home is clean, safe and secure. Children are cared for in a very organised, welcoming home with toys that children enjoy playing with.

Our findings

The child minder understands her responsibilities in relation to the safety and welfare of children and cares for them in a safe and secure home. Written risk assessments are detailed and she makes sure possible risks to children are reduced or removed. Doors are locked, the garden is enclosed and the child minder makes sure toys with small parts are kept away from babies. However, risk assessments do not include review dates. Cleaning routines show she follows good hygiene practices and regular maintenance and safety checks are carried out on the house.

The child minder's home is welcoming, very clean and organised. Careful thought goes in to how she can make children feel part of the family. For example, children's work is hung up which makes them feel proud and children enjoy pointing to photographs of their friends which are on the wall. The child minder has a good range of toys, which appeal to children and she makes sure these are easy to reach. For example, children can help themselves to coloured paper and pens from drawers in the dining room. Boxes are also labelled with photographs which help children find the toys and resources they need. However, the garden is not used regularly enough. The child minder told us this is something she would like to develop further.

The child minder provides children with a wide range of good quality, clean toys, which are well matched to the children's ages. For example, there are games for the older children as well as sensory books and toys for babies. There are some natural resources for children to use and the child minder promotes diversity appropriately. For example, they learn about other cultures by celebrating events and the child minder uses photographs to talk about differences around the world. The child minder is starting to collect scrap items such as a large tyre for garden play and she is interested in learning more about 'loose parts play'. This sort of play can benefit children because it supports invention, problem solving and offers a sense of wonder.

4. Leadership and Management

Good

Summary

The child minder is experienced and runs her business effectively. She is reflective, makes improvements and is fully aware of her responsibilities and keeps children safe. She has positive relationships with parents and takes children on regular trips, which is beneficial to their learning.

Our findings

The child minder is experienced, hard working and runs her business well. She puts the children's safety and well being at the heart of everything she does which results in good outcomes for children. The statement of purpose is detailed and accurately reflects what the service offers. The child minder continually makes sure she follows all regulations and meets or exceeds the National Minimum Standards.

The child minder is reflective and effectively reviews the care she offers. Parents' views are collected regularly through questionnaires and these are taken in to consideration when writing the annual quality of care review, including areas for development. For example, the child minder has plans to improve her garden and purchase new outdoor equipment. As well as this, the child minder enjoys learning from other professionals such as the Flying Start link teacher and is happy to try out suggestions. For example, she now displays children's work and has bought cushions for the children to sit on.

The child minder is well qualified and experienced. She keeps up to date with her training and this helps her successfully meet the needs of children in her care. All members of the child minder's family, living at the address, have up to date Disclosure and Barring Service clearances. Children's registration records are well organised and contain all required information.

The child minder has developed effective partnerships with parents and the community. For example, children are taken on regular trips around the local area, which helps them feel part of the community and develop social skills. She keeps parents up to date with what children have done that day by chatting to them at pick up time and writing in individual daily dairies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

To improve practices, the child minder could consider:

- developing the use of natural resources and 'loose parts' to promote open ended play
- developing the use of the garden in order to enrich children's play and learning experiences
- updating her pet policy and add dates to her risk assessments.

6. How we undertook this inspection

This was a full inspection where the child minder was given short notice to check their availability. One inspector visited the service from 12:30pm- 16:00pm on Wednesday 19 February 2020.

We:

- observed practice and the care being provided by the child minder
- inspected the environment and toys
- spoke to the child minder and the children
- read a sample of questionnaires sent out by the service
- read a sample of parent questionnaires sent out by us
- looked at a wide range of records including the statement of purpose, policies, procedures, and children's records
- provided feedback to the registered person on the day of the inspection.

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	Claire Fletcher
Registered maximum number of places	9
Age range of children	0-12 years
Opening hours	Monday- Friday 7:45 am -17:30 pm Closed for bank holidays and Christmas and approximately three additional weeks throughout the year.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 February 2017
Dates of this inspection visit	19 February 2020
Is this a Flying Start service?	Yes
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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the 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 30/07/2020