



Childcare Inspection Report on

Claire Newell

Prestatyn



Date Inspection Completed

12/07/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

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 Newell is registered to care for a maximum of six children from birth to 12 years of age. The child minder's home is located in a residential area of Prestatyn. 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
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children experience nurturing care, which gives them a secure foundation for their learning and development. They are settled and happy, are well cared for and enjoy their time with this child minder. The environment is safe and well maintained. The child minder is experienced and motivated to provide homely child care and is professional in her approach to her business.

2. Improvements

Since the previous inspection, the child minder has purchased and obtained additional toys, games and resources.

She has also completed an online safeguarding course.

3. Requirements and recommendations

We made two recommendations in relation to practice and learning.

1. Well-being

Good

Summary

Children's well-being and confidence is enhanced because they have a strong voice. They are secure and valued as they experience nurture and respect. They are learning to interact well, enjoy the experiences provided and their all round development and independence is promoted.

Our findings

Children expressed themselves well and made appropriate choices and decisions because they were aware of the options available and their choices were respected. They moved around and explored freely, and helped themselves to books and toys within a well-stocked play space. They chose from their favourite toys such as farm animals and dinosaurs. A child's home language was given consideration as some words had been learnt by the child minder, which had helped the child to settle.

The children were settled and contented and had formed bonds of affection with the child minder, which was evident when they gave and received hugs. The children were confident and were happy to bring us their toys and involve us in their play. They explored the boxes of toys and spent time looking at the hats and considering their use, such as a builder's hat.

The children co-operated well with the child minder and came to sit with her for a story. They played along side each other happily and were learning to share toys such as dolls and vehicles. The children were learning to respect resources and toys; the older child tidied them away when encouraged.

The children were motivated and fully engaged, playing with their favourite toys, in particular choosing many books to read. A young child expressed enjoyment, spontaneously dancing to background music. They were able to explore the environment freely and enjoyed playing with a ball thrower with the child minder.

The children learnt about language as they looked at books and were confident to express themselves, for example, saying "Lilly" when they saw the family cat outside. They helped themselves to toys and put the balls back in the toy box by themselves. They had a secure relationship with the child minder, which helped them gain confidence. Children were resilient, even when they tripped they did not flinch, knowing they were not hurt.

2. Care and Development

Good

Summary

The child minder provides a good quality of child care for young children. She keeps children healthy and safe and manages behaviour positively. She promotes children's development through providing a wide range of play and outings. She meets their individual needs successfully as she knows them and their families well.

Our findings

There was a clear and appropriate child protection policy in place and the child minder was knowledgeable about her responsibilities if she had a concern about a child. The child minder kept areas clean and nappy changing procedures ensured cross infection was avoided. She knew about healthy eating principles and ensured children had healthy snacks. Their individual drinks containers were always available and the children helped themselves, ensuring they were always well hydrated. The child minder ensured children were physically active daily through regular walks to the park, school or library. Discussion showed that the child minder knows how to safely evacuate children from the premises in an emergency and records were kept of regular fire drills.

The child minder was able to manage interactions well according to the principles reflected within the behaviour management policy. She spoke to the children according to their stage of development and **engaged almost constantly with them**, using positive strategies such as praise and encouragement. She used distraction to good effect and used simple explanations which the children understood and helped the children to take turns, for example with the farm animals. The child minder was a good role model in showing patience and respect, and she used stickers and reward charts with older children when necessary.

The child minder was caring, nurturing and responsive to the children's needs such as reminding them about their drinks, which also promoted their independence. She knew the children's personal details such as any allergies through detailed records and permissions completed by parents and ensured harmful ingredients were avoided. The child minder was competent, relaxed and provided a good range of experiences such as small world play, which promoted the children's development. **We saw photos of the children enjoying a good range of activities such as gluing, painting, jigsaws, coming down a large slide, a trip to a farm and zoo and playing in the garden.** The child minder knew about child development, and observation notes and daily diaries were kept for younger children, ensuring their progress was tracked. Weekly outings to the library helped to encourage a love of books and some children had engaged in a reading challenge. The child minder takes one child to a residential home at their parents' request, which helps the child to engage with different generations. There were plans in place for outings to toddler groups, parks to feed ducks, and playing with balls and bubbles. The child minder created a relaxed atmosphere with background music.

3. Environment

Good

Summary

The child minder ensures all areas of the premises are safe and well maintained. The child minder's home is suitable and equipped for caring for young children. There is a wide range of toys and games for children to enjoy both inside and outdoors which are in good condition.

Our findings

The child minder ensured the premises were secure; the main entrance was locked, the outdoor area was safely enclosed and a record was kept of visitors. The child minder was aware of the hazards and how to manage them, for example safety gates were in place to prevent children accessing the kitchen unsupervised. There were written risk assessments in place reflecting the high priority given to the safety of the children including safety on outings.

The child minder ensured the environment was suitable to provide children with homely child care. There was ample space for the children to play with their chosen toy or participate in the activities available. Areas where children could play included a lounge / playroom with a suitable low table and chairs for children to enjoy playing. The toilet had a step for children to use it independently. Rooms were light, bright and well decorated, had samples of the children's work on the walls and there was a space for children's coats and bags by the front door, giving them a sense of belonging.

The child minder ensured there were enough toys, games and books to keep children profitably occupied, including dressing up items and toys which made sounds. Toys, games and play equipment were in good order and developmentally appropriate. Multicultural resources were available such as books and dolls to reflect wider society. The child minder used natural resources such as wooden items, shells, cones and pebbles for older children to explore and make collages. However, there were only commercially available toys for the babies to handle. Materials collected from the park had been used to make "forest crowns" and there were photos of children enjoying a treasure hunt in the park.

4. Leadership and Management

Good

Summary

The child minder is motivated, experienced and keen to provide a good quality service. She has systems in place for the ongoing review of her service and ensures improvements are made. The child minder's record keeping is readily available and organised. She has developed good relationships with parents, which ensures good outcomes for the children in her care.

Our findings

The child minder was competent, enthusiastic and keen to develop her practice. She provided an up-to-date statement of purpose that accurately reflects the service. The child minder had ensured that legal requirements are met such as public liability insurance and was aware of the child minding regulations and national minimum standards. Children's records contained the necessary information including parental permissions. The child minder's practice was embedded in her policies, which are reviewed and dated at least annually.

The child minder reviews her provision and plans for improvement as noted in the annual quality of care review. She notes the views of parents and has, for example, ensured additional toys and games are available so that toy boxes can be rotated regularly, keeping activities fresh for the children. Children's views are also considered as dinosaurs had been purchased to meet the preferences of a child attending.

The child minder managed her service well and resources and equipment were suitable for the ages of the children attending. Disclosure and Barring Service checks for all in the household who are over 16 years of age were up to date. All records were up to date and in organised files. She cares for less children than permitted on the registration certificate in order to give children greater attention. The child minder is pro active in seeking training and on line resources. She finds online courses and uses the local Family Information Service to source courses and up to date information. The child minder uses the internet to find resources such as children's diaries and medication books and observation records. The child minder was not aware of the Infection Control Audit Toolkit for child care services, which would serve as a document for learning about processes in detail.

Parents and the child minder exchanged information verbally about their child's day. The child minder also used daily diaries for the children, and secure social media to give parents all the information about their child's time at the service. We saw many positive comments from parents in their returned questionnaires, which reflect how happy they are with the care their child receives.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend the child minder considers the following:

- using the Infection Control Audit Toolkit to learn about processes in greater depth;
- to include more natural materials, such as shells, cones, twigs and leaves for babies to handle.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One week's notice was given to ensure the child minder's availability. One inspector visited the service on 12 July 2019 from 09:00 – 11:50.

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 by practitioners;
- spoke to the children;
- 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	Claire Newell
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	Monday – Friday 08:00 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 April 2016
Date of this inspection visit	12 July 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?	No. This service 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 Welsh Government’s ‘More than Just Words, follow on strategic guidance for Welsh language in social care.’
Additional Information:	

Date Published 29/08/2019