



# Childcare Inspection Report on

**Anne Redfearn**

**Rhyl**



**Date Inspection Completed**

16/01/2020

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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

Anne Redfearn is registered to care for a maximum of 6 children under the age of 12 years in her home in Kinmel Bay, Conwy. She lives in a semi - detached property, which is within easy walking distance of the local park and beach. The service is open from 8:45 a.m. to 17:45 p.m. Tuesday to Friday but this is dependent on parental need. The main language of the service is English and the service does not implement the 'Active Offer' in relation to the Welsh language.

## Summary

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

### 1. Overall assessment

Children are cared for by a child minder who knows them well and who listens to them. They are happy, relaxed and smile openly when in the company of the child minder, enjoying their time spent in her care. She is experienced and understands the need to keep her training up to date and current for the benefit of the children. She models positive language, which helps children to develop. She knows children's individual needs and meets these responsively. She ensures the environment is clean, as free as is reasonably possible from hazards and suitable for the children's needs. The environment is equipped with a good range of good quality toys and resources.

### 2. Improvements

The child minder has applied the recommendations made during her last inspection. She has put a pet policy and risk assessment in place for 'pets in my home' and has reviewed and improved her quality of care report.

### 3. Requirements and recommendations

We made recommendations in relation to some procedures and some paperwork associated with care and development.

# 1. Well-being

Good

## Summary

Children attending this service feel listened to as their attempts at communication are valued. They are happy, relaxed and have clear bonds of affection with the child minder. They are stimulated and positively engaged by the activities available to them and are developing confidence and independence well.

## Our findings

Children were confident to express themselves, knowing that their attempts to communicate would be responded to positively. For example, a child expressed that he wanted to play with the drum and with assistance from the child minder he was able to move this in to a space where he was able to bang it happily. Children were able to move around the child minder's home freely and safely. They were able to make choices and decision of which toy they would like to play with, with ease as the toys were stored safely within their reach.

Children were settled, content and openly expressed enjoyment when playing with the toys available to them, such as the ball pit. They laughed and giggled when the child minder tickled their tummies and they had developed clear bonds of affection with her, readily approaching her for cuddles and to sit on her knee to play with the musical instruments. Children felt secure as they knew the child minder would be responsive to their individual needs, for example, prompt nappy changes. They benefitted from opportunities to spend time with other children, such as play dates at other child minder's homes and were successfully developing socially, physically and emotionally.

Children were active and engaged positively in the play based activities available to them. They were cared for by a child minder who was interested in them and who knew them well. As a result, toys were laid out which they found fulfilling, were age appropriate and sustained their interest.

The children were motivated to try to accomplish things for themselves, such as putting the jigsaw pieces in the puzzle because they were well supported and had their efforts celebrated. They enjoyed being physically active and were given opportunities to develop their hand eye co-ordination and dexterity when picking up and throwing the balls in to the ball-pit.

## 2. Care and Development

Good

### Summary

The child minder is experienced and understands how to keep children in her care safe and healthy. She has an appropriate behaviour management policy in place, which is reviewed regularly and she is a positive role model for the children. The child minder promotes children's development well by planning a range of interesting and engaging activities for them to participate in, however, their development is not recorded.

### Our findings

The child minder understood well her responsibilities in relation to keeping children safe and had some processes in place to ensure her knowledge was kept up to date. The child minder conducted and recorded regular fire drills to ensure the children knew the process to follow in the event of an emergency and regularly checked that the smoke and carbon dioxide alarms were in good working order. The child minder understood the need to promote a healthy lifestyle and offered the children in her care a variety of nutritious food and drink options over a planned four week menu. The child minder had recently renewed her food safety training to keep her knowledge up to date. The child minder was knowledgeable about medical conditions and kept records accurately to ensure children's health and safety was prioritised. She had attended relevant First Aid training and completed accident forms in detail. Whilst most accident records were signed by parents in acknowledgement of being informed, we noted a few were not. The child minder understood the principles of good hygiene and infection control, however, the process outlined in the nappy changing policy did not match the recommended best practice and an infection control audit has not been completed. Children's safety in relation to the family pet dog had been considered effectively and a broad range of procedures were in place to ensure effective infection control measures were in place. For example, cordoning off an area of the outdoor space specifically for the dogs use. The child minder had given considered thought to children's safety whilst away from the child minding premises and appropriate risk assessments were in place and reviewed regularly.

The child minder was consistent in her approach to behaviour management, which ensured the child knew what was and what was not acceptable and she worked in line with her behaviour management policy. The child minder acted as a positive role model to the child, taking turns and modelling positive language to promote the child's development.

The child minder was caring and nurturing in her approach. The walls of the playroom displayed photographs of the children participating in various activities and the child minder spoke of each of the children fondly as she recalled the activities involved. The child minder is experienced and has a sound understanding of child development and what the children's next steps should be. However, at present she does not keep a record of each

child's development towards the Foundation Phase outcomes. Activities were flexible and took account of the children's interests and their stage of development.

### **3. Environment**

**Good**

#### **Summary**

The child minder effectively ensures the environment children are cared for in is safe, clean and secure. A dedicated playroom ensures the children have a space which is child centred, has toys easily available to them and space to play. Layout of the environment allows children ease of access to the outside and the downstairs bathroom facilities. Toys and resources are in good condition.

#### **Our findings**

All areas of the child minder's home used by the children were clean, tidy and well maintained. The child minder had conducted risk assessments on all areas and for when on outings. These showed that most hazards had been identified and were managed well. For example, a safety gate was used to prevent children from accessing the stairs and the dog was separated from the children within the garden. Risk assessments were kept under regular review and any changes were dated to show when they had been amended. The main entrance to the service was kept secure to prevent unauthorised access. The lay out of the service met children's needs well as they were able to access a downstairs bathroom independently and select from toys, which were stored within reach. Toys and equipment were in good condition and were appropriate for the age of children in attendance. The child minder had some toys which promoted cultural diversity however, she had also identified herself within her self-assessment that this was an area for development.

The range of toys offered children variety and supported their development. For example, a collapsible ball pit was erected for the children to play in. The children enjoyed climbing in and out of this and picking up and throwing the balls, which supported their physical development. A low level work surface was available for older children to work at when completing crafts and a patio door enabled children easy access to the enclosed back garden.

## **4. Leadership and Management**

**Good**

### **Summary**

The child minder is experienced and understands her responsibilities in ensuring compliance with the regulations is maintained and as a result leads her service effectively. Self-evaluation is ongoing and used well to identify and drive improvements within the service. The child minder is organised and prioritises her necessary training and development to ensure this remains current.

### **Our findings**

The child minder had a clear understanding of her service and the care she provides. Policies and procedures were in place and reviewed regularly to reflect current practice. All paperwork was complete and well organised. This included children's registration documents, whereby every child, including siblings and the child minder's own grandchildren had full and complete information. The child minder had high expectations of herself and ensured her mandatory training was renewed when necessary. Although experienced and knowledgeable of child development, at present the child minder does not formally track the children's development to consider their next steps, this was discussed with the child minder.

The child minder had listened to and considered advice from previous inspections and had developed her self-evaluation and quality of care report positively. The child minder had captured parent's and children's views of the service using questionnaires. The quality of care report was well structured and intended to drive improvements. It identified areas for development clearly along with the action to be taken.

Relationships with parents were positive. The child minder had built trusting relationships and communicated with parents verbally each day in relation to their individual child's needs.

## **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:

- ensure all accident and incident records are signed by the parents as evidence that they have been notified of the event, and
- consider ways in which to record the children's development and identify their next steps.

## 6. How we undertook this inspection

This was an unannounced, focussed inspection undertaken as part of our normal schedule of inspections.

One inspector visited the premises on 15 January 2020 between 09:34 – 11:00 to conduct an inspection of the child minder's paperwork and records. The same inspector visited the premises again on 16 January 2020 between 09:20 – 10:40 and to make observations of the child minder working with the children.

We:

- inspected the children's contracts and the child minder's policies and procedures;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children and the child minder;
- looked at the areas used by children on the day of the inspection and the resources available to them, and
- we gave detailed feedback to the child minder of what we found and our recommendations.

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	Anne Redfearn
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	08:45 – 17:45 Tuesday – Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 January 2017
Dates of this inspection visits	15 and 16 January 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 the service. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

Date Published 08/03/2020

