



Inspection Report

Catherine Morris

Buckley



Date Inspection Completed

03/09/2021

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 4 August 2017
Is this a Flying Start service?	Manual Insert Yes
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.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are listened to. They are happy, stimulated, and interested in the activities provided. Children make choices and enjoy their play. They have a good relationship with their childminder, and feel safe and secure. Children are learning to interact positively and are developing their independence.

The child minder ensures children have supportive and nurturing care and develop well. She consistently manages behaviour appropriately. The child minder develops her professional skills, by updating mandatory training and completing additional courses related to her role. She has a good understanding of keeping children safe and healthy.

The environment is safe, secure, clean, spacious and welcoming. Plenty of play areas and interesting resources promote children's well-being and development. Children experience a range of outdoor play activities in the garden and local community.

The child minder provides a good level of care and has a clear vision for her business. She works in partnership with parents, which helps children feel settled, and their families supported. Wherever possible she makes positive changes for the children's benefit and generally complies with standards and regulations. However, some improvement is needed in relation to the quality of detail in risk assessments.

Well-being

Children, depending on their stage of development use body language and gestures to make their views known. They are listened to, as are those who are confident speakers. They sing their favourite songs well and ask for help when, for example, they want dough softened. All are happy to follow routines when needed and choose to join in with adult led activities most of the time. Children have plenty of opportunities to make decisions. They chose to play outdoors, after sleeping.

Children are content when they wake and routinely like to sit quietly for a story on the sofa with a drink for a few minutes before leaving the security of the child minder's side. Children are very comfortable in the child minder's company. They approach her seeking affection and sit on her lap to share a cuddle. Children easily share their worries with the child minder. They are reassured about returning to playgroup for example, and have shown courage when encountering new people after spending the last twelve months in their 'bubbles' with very few social interactions.

Children benefit from supportive and nurturing care. They are relaxed and interact well with others. With encouragement, children are slowly learning to consider the feelings of others. They are beginning to share push along toys, take turns and learn right from wrong. They are spoken to kindly when they take things away from other children, and offer their chosen toy to others when asked to share.

Children are curious learners and explore all the resources available to them. They mix sand and water and push vehicles through the mix to make roads. Children play with the child minder, with their friends, and on their own. Their favourite activities are going to the beach, jumping in puddles, singing and playing with soft toys. Pre-school children enjoy listening to stories and building with construction sets. They love to care for the tortoises and watch the butterflies in the garden. They very recently have started once again to venture out to walk and socialise with others in parks and places of interest in the countryside or on the beach.

Children are trusted to do things for themselves once they are confident and able. For example, they can help themselves to drinks of water, use the toilet, wash their hands and put on shoes when going outdoors. We were told older children were responsible enough to walk from school and to play with friends locally if their parents approved.

Care and Development

The child minder understands her role and responsibilities to keep children safe and healthy. She has all the required policies and procedures, which she shares with parents. The child minder demonstrates her commitment to keeping children safe when operating and aims to minimise risks. She has completed online training on infection control and Covid-19 and has updated her training in safeguarding and first aid since the onset of the pandemic. She monitors children's health closely taking any actions needed, and promotes healthy eating by offering healthy snacks and drinks.

The child minder provides supportive and nurturing care and manages children's behaviour well. She interacts positively with children speaking to them kindly especially when they find sharing difficult. The child minder intervenes appropriately and provides children with interesting and stimulating activities. This keeps them busy, ensuring they do not become bored and troublesome. She gives the children plenty of praise, and develops self-esteem among the older children by trusting them and allowing them greater independence.

The child minder offers a Flying Start provision. She promotes children's play, learning and development by providing a good variety of activities, which are both stimulating and interesting. She asks children what they would like to do and develops their learning through play. For example, she develops their vocabulary whilst playing with dough, and questions them to stimulate their thinking, when watching butterflies. The child minder is happy to support children and engage in play activities with them, making activities that much more interesting. We looked at a few children's records and confirmed individual needs were being met. The child minder encourages children's independence and self-help skills by giving them time to try things by themselves first. Welsh is promoted as a second language-using incidental Welsh occasionally.

Environment

The child minder provides a suitable indoor and outdoor home environment for children, which is comfortable, safe, secure, clean and well maintained. The premises were secure throughout the inspection. Visitors are asked to use hand gel and to follow current guidance in relation to maintaining social distance, and wearing face coverings. Children have safe areas in which they can easily relax, learn and play. She confirmed she reviews risk assessments at least annually, however these need some improvement. All areas were clean and resources and equipment were well organised in storage units, boxes and in a cabin in the garden. The child minder has a pet dog, which is kept separate to the children. In addition to being able to play in the garden, the child minder has identified and risk assessed safe play areas in the community and further afield.

The premises are suitable for children's play, learning and recreation. Good use is made of all areas. Improvements include installing artificial grass, a large wooden cabin, outdoor eating areas and safe housing for pets. All improvements have enhanced the children's experiences. Indoors, children enjoy messy play in the kitchen diner and can extend their play onto the enclosed patio area. There are appropriate areas for sleeping. Children are supervised well when moving from the indoors to the lower garden as the steps are a little tricky.

The child minder has suitable furniture, equipment and resources for the age range of the children she cares for. These are well maintained and of good quality. She ensures the environment and resources are kept clean to minimise cross infection and the environment looks welcoming and child friendly. She aims to source items, which are both natural and reclaimed to promote creative play outdoors. This will allow children to create their own play ideas such as den making and creating obstacle courses for wheeled toys.

Leadership and Management

The child minder runs a successful child minding service which is well organised and is a reliable service for families in the local community. To improve her skills base she has completed online training. In her annual self-assessment she described her role as being rewarding and demonstrated she has a clear view of the future for her business. We found the statement of purpose accurately reflects the service provided. It is reviewed and updated accordingly, and details changes made due to Covid-19. This ensures parents have sufficient information about the suitability of the setting for their child and can meet their needs. The child minder keeps daily records securely in filing boxes. All persons over 16 years have Disclosure and Barring Service (DBS) certificates to evidence their suitability.

The child minder has completed an annual review of her service. It includes details of the improvements she has made to meet the needs of children during the pandemic. Additional funding has been used to successfully develop the outdoor area. Through discussion, it was agreed the child minder would consider further developing outdoor play by introducing activities such as den making and the use of 'loose parts.' This would be included in her action plan.

The child minder told us she has established good links with parents, their families and local schools. She told us she has received support from umbrella organisations whilst caring for key worker children and local authority development staff have provided support during the pandemic. The child minder operates a provision for Flying Start placements, when needed.

Recommendations to meet with the National Minimum Standards

R1 Consider developing outdoor play further by promoting the use of 'loose parts' also commonly known as junk, natural and reclaimed items such as branches, logs, planks, tyres etc. to be used creatively by children to follow their own ideas.

R2 Consider reviewing the way in which risk assessments are recorded so as to include more detail.

R3 The child minder must ensure details of children walking to and from school, or playing in areas other than the registered premises, are included in the statement of purpose and that parents have given permission for such activities to take place.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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