



Inspection Report

Alana McHugh

Wrexham



Date Inspection Completed

16/06/2021

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post Registration
Is this a Flying Start service?	Manual Insert 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.

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's well-being is always considered and they have a voice and can make choices. Children enjoy the activities available and they play together well. Children are happy and learn to become independent. The child minder keeps children safe and promotes a healthy lifestyle. She interacts with the children in a caring manner and in a way, which supports their learning and development. The child minder gets to know the children well and provides appropriate resources and activities that help children to develop a range of skills and be able to follow their interests. The child minder provides an environment that is safe, secure and has enough space for the children. All areas are well maintained and child friendly. She provides equipment and resources that are suitable for children's ages and stages of development, which includes some that are natural and some loose parts that encourage children to use their imagination. The child minder manages her service well. She writes and implements appropriate policies and procedures and completes effective self-evaluations that lead to positive changes that help to improve further the care she provides. The child minder has a positive relationship with parents and keeps them informed about their child's experiences and development.

Well-being

Children are relaxed and confident to express themselves. They ask for items they want and know the child minder will listen and respond appropriately. For example, a child showed interest in having a story and was able to get the book they wanted to read. Children have the freedom to move around the environment and choose where they want to play. They were seen moving from the front room to the kitchen and then to the dining room.

Children are relaxed and settled in the care of the child minder. They form friendships with the other children that attend, helping them to feel happy. One child excitedly spoke about other children in the photographs they could see on the board, it was obvious they are close and enjoy being in each other's company. Children were content and there were lots of smiles and laughter as they played. Children have a close relationship with the child minder and they often approach her to join in their play or just to give her a cuddle. Children know the environment and routines well, which gives them a sense of belonging. For example, children knew that at a certain time they had to put their shoes on so they could go and collect the other children from school.

Children learn to respect their environment and the toys and resources available. They used items appropriately and with care. They are beginning to understand the feelings of others. When a child accidentally knocked, another child over they quickly said sorry and gave them a hug. Children learn to share the resources and space around them with the other children. For example, they enjoyed pretending to make and eat food together.

Children are busy and enjoy taking part in the activities, routines and experiences provided by the child minder. They were very excited to look at the tadpoles in the garden and enjoyed making frog noises and jumping around as they could see the newly formed legs on the tadpoles. Children move around the toys and resources available and can focus for an appropriate length of time for their ages and stages of development.

Children learn to become independent. They access resources they want and complete tasks such as climbing the steps of the slide independently. Children help themselves to drinks when they are thirsty and when inside they are able to take their shoes off with only a little support from the child minder.

Care and Development

The child minder understands her responsibility to keep children safe. She has up to date safeguarding training and knows the procedure to follow should she have concerns about a child. The child minder implements effective policies and procedures including those related to the COVID 19 pandemic to help prevent it spreading. This includes extra cleaning and hand washing. She regularly practices and records fire drills with the children so they are aware of the procedure to follow in an emergency. The child minder records children's attendance and keeps notes about what they have done during the day. However, it is good practice to record routines such as nappy changes and when children sleep; this will allow them to be referred to in the future if needed and share information with parents. The child minder ensures children have access to or are able to ask for drinks to encourage them to be hydrated. The child minder provides regular opportunities for the children to be active and get fresh air. For example, the child minder makes sure children have access to the outdoor space throughout the day and she plans trips to local parks and places of interest.

The child minder is actively involved in children's play and learning. She sits at their level and joins in with their games when it is appropriate to do so. For example, children were enjoying pretending to sleep in the pushchairs and then laughing as they both woke up and the child minder allowed them to do this as she sat and watched them. Good manners and cooperation are encouraged. The child minder encouraged the use of 'please' and 'thank you' to which the children responded.

The child minder gets to know the children well and she spoke knowledgably about their likes, interests and development. This allows her to plan suitable activities and opportunities for them to take part in. For example, the child minder knew one of the children enjoyed playing at the water tray so she filled it up when they went outside. The child minder has started individual records of each child's development and she considers these when planning activities to support their progress. The child minder gave the children the time and space to try things such as wash their hands and take their shoes off themselves before offering support if needed, helping children become more independent.

Environment

The child minder makes sure the environment is safe and secure. A doorbell controls access to the service so the child minder knows visitors can only enter if authorised and locked external doors ensure children are unable to leave unsupervised. The child minder has completed appropriate risk assessments on all areas used by the children. These show that hazards are eliminated where possible and if not they are managed well. For example, there is a safety gate at the bottom of the stairs to stop children going up unaccompanied. Extra assessments and procedures in response to the COVID 19 pandemic are in place and completed. These include the availability of water and soap outside and extra cleaning routines, helping to prevent the spread of germs.

The child minder has ensured children have a suitable amount of space in which to play, learn and complete routine activities such as eating and sleeping. The dining room is available for children to use when playing and as a suitable area for children to sleep, because it is quiet and calming. The main room used by the children is light and bright and has areas where children can take items they want to play with. For example, children used the floor space to get the guitar out and enjoyed playing some music. The child minder uses the outdoor space well. She has created a welcoming area that is inviting where the children can play. The different ground surfaces provide a variety of opportunities. For example, the artificial grassed area is good for fixed play equipment and the real grassed area provides a chance for children to explore the wildlife found in the garden.

The child minder equips her service with well-maintained and appropriate resources suitable for children's ages and stages of development. There is a suitable amount of natural resources and loose parts available to support their development and encourage their imagination. For example, as part of the water play there are a range of different shapes and sizes of guttering for the children to use.

Leadership and Management

The child minder implements her policies and procedures well and they reflect the care she provides. She understands her roles and responsibilities to meet standards and regulations. The child minder has a statement of purpose that includes the information needed for parents to make an informed decision about the care their child receives.

The child minder gathers and considers the views of parents as part of her self-evaluation. She completes a quality of care report that identifies what has gone well over the last twelve months and areas for development. For example, she has identified training which needs updating.

The child minder makes sure she and any household member over the age of 16 has an up to date Enhanced Disclosure and Barring Service check. She undertakes relevant training including safeguarding and first aid, to help provide the best care possible and be able to write and implement effective policies and procedures.

The child minder reviews her resources regularly to ensure they are appropriate for the children's ages and stages of development. She currently rotates play equipment or toys in line with recent guidance due to the COVID 19 Pandemic. This to help prevent the spread of infection.

The child minder has positive partnerships with parents. Those we spoke to said they felt informed about their child's progress and were happy and felt safe to leave their child in her care. Social media is used to interact with parents, especially as they are currently not entering the setting due to the pandemic. This allows the child minder to share information and pictures of what the children are doing on a daily basis.

Recommendations to meet with the National Minimum Standards

R1. Keep a record of nappy changes and when the children sleep so if needed they can be referred to in future and information can be shared with parents.

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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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

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