



Inspection Report

Stephen Lees

Denbighshire



Date Inspection Completed

11/06/2021

Welsh Government © Crown copyright 2021.

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.

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 20 December 2017
Is this a Flying Start service?	Manual Insert 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.

Summary

Children are confident communicators as their wants, moods and needs are considered. They are active and express enthusiasm and enjoyment. Children have a sense of belonging and are familiar with routines. They are developing their independence and learning through play well. The child minder understands his role to keep children safe and healthy and interactions are positive. He plans activities and encourages children to follow their own interests. The child minder promotes outdoor activities to develop children's physical skills and raise their awareness of their local surroundings. The environment is welcoming and appropriate for the needs of the children and toys and resources are suitable for the age ranges cared for. The child minder works alongside another registered child minder and manages the setting appropriately and has built positive partnerships with parents. The setting does not provide the Welsh language 'Active Offer' and operates through the medium of English with basic Welsh being spoken.

Well-being

Children speak and express themselves well and are able to communicate their needs in a variety of ways. For instance, younger children hold their arms up when they want a cuddle and their older friends are confident to ask the child minder to help them find their favourite toy.

Children make appropriate choices and decisions because they are aware of the options available to them. During outdoor play children enjoy exploring the resources on offer and like being able to move from one activity to the other with ease. One child showed us how they dipped their paintbrush in a pot of water and began to wash the pedal vehicles while their friends played on the slide and used the seesaw.

Children are familiar with the routine, which gives them a sense of security. They prepare themselves well to go out for a walk to collect their friends from school and wash their hands before eating.

Children are polite and use good manners with little prompting. They interact positively with their friends and those caring for them. When playing a card game together they were learning to take turns and responded well to instructions from the child minder. During meal times they sat happily at the table and enjoyed the social occasion.

Children are fully engaged in their play and learning. They enjoy a good range of interesting opportunities both indoors and outdoors. Younger children like to practise their mobility skills by using a variety of apparatus. During story time, children have the opportunity to interact positively through holding puppets and props related to the story and ask and answer questions. Children have the freedom to explore their play area and direct their own play. For instance, we saw children developing their imagination in the play kitchen, they were animatedly attending to the baby dolls and talking about the porridge they were making for their breakfast.

Children have good opportunities to develop their independence. When washing their hands children use a step to be able to reach the hand washbasin with ease. Younger children like to feed themselves at meal times with minimal support. We saw a child concentrating appropriately, as they looked through a book and began pointing and naming the animals with confidence. They are learning to do things for themselves with positive encouragement from the child minder.

Care and Development

The child minder has a friendly, caring approach and manages interactions positively. He consistently praises children for their efforts and celebrates their achievements.

The child minder understands his role and responsibilities to keep children safe and healthy. He has an appropriate understanding of safeguarding procedures and implements his policies well. First aid and safeguarding training is current and suitable for the ages of children cared for. We did not observe nappy changing but the child minder showed us the steps he would follow and this was in line with current infection control guidance. The child minder completes accident and incident records accurately and keeps parents informed. He encourages children to wash their hands and this helps to develop their personal hygiene practice appropriately.

The child minder promotes healthy practices, for instance, most parents commented their children are encouraged to eat healthily and the child minder meets their child's individual dietary requirements suitably. He encourages children to play outdoors in the fresh air to develop their physical skills. Photographs of children showed them walking and participating in a variety of activities on the beach and playing on the swings at a local park. The child minder conducts fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency but he does not record the outcome.

The child minder plans activities and tracks children's development and progress well. Parents commented they enjoy receiving the daily updates on their child's development and like seeing the photographs of their children taking part in activities. They said their children are 'way ahead' in regards to numeracy, literacy and language and appreciate all the educational based activities, which are organised.

Photographs of children show them baking cakes in preparation for a charity event, making a wide range of craft to celebrate a range of different celebrations and festivities. For example, they had painted green shaped clover leaves sprinkled with glitter to learn about St Patricks Day and made bright yellow daffodils to celebrate St David's day.

Environment

The child minder provides a safe and clean environment where children can play and learn. He completes risk assessments appropriately identifying the potential hazards to children and what measures are in place to manage these risks. Since COVID-19 the child minder explained he has increased the cleaning routines and follows current guidance. The child minder makes sure clear information is available to everyone about how he would deal with emergencies. The child minder supervises children well. While walking to school, he made sure children were aware of the potential risks and practised road safety rules well.

The layout of the play room promotes children's independence and there is free flow access to the outdoors enabling them to freely explore and make their own choices about what they want to play with. Toys and resources are wide ranging for the ages cared for and children have access to appropriate sized furniture.

Indoor storage facilities are suitable and accessible to children. The child minder raises children's awareness of the world around them by providing a range of different dolls and resources, which show different cultures. Areas of learning are well organised and there is an impressive selection of high quality natural resources to develop children's sensory, language, numeracy and self-awareness skills.

Since COVID-19 the child minder has worked hard to develop the outdoor play area giving children more opportunities to play in the fresh air in all weathers. This area is attractively organised with a range of equipment for children to choose from and develop their physical and fine motor skills.

Leadership and Management

The child minder works alongside another registered child minder and has written a statement of purpose, which provides parents with clear information of what the setting offers. Policies and procedures are in place and the child minder implements them well. The child minder has a suitable understanding of his responsibility to promote the Welsh language and basic Welsh is spoken.

The report reviewing the quality of care is written comprehensively. The child minder is currently gathering further comments and views of all those using the service. He will consider these further comments along with other areas, which may require improvement for the next quality of care review report.

The child minder's disclosure and barring check and relevant training is up to date. He has collated the required information on individual children and clearly records children's attendance and those caring for them.

The child minder has successfully established positive partnerships with parents. Parents said they would and have recommended this setting to other parents as the care provided is 'really good' and the child minder is 'approachable'. Parents told us the child minder encourages children to engage with their local surroundings and regularly go on visits to the nearby farm, park and beach. Photographs of children showed them enjoying their time playing in and familiarising themselves with their surroundings to achieve better social skills.

Recommendations to meet with the National Minimum Standards

R1: To record the outcome of fire drills.

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	
------	--

Areas where priority action is required

None	
------	--

Areas where improvement is required

None	
------	--

Date Published 23/07/2021