



Childcare Inspection Report on

Emmeline Champniss

Monmouth



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Description of the service

The child minder is registered with CIW (Care Inspectorate Wales) to provide home based child care for up to seven children under 12 years of age. She operates her service from her home in the village of Wyesham, just outside Monmouth. Child minding takes place on the ground floor of the home, with easy access for the children to an enclosed back garden. This is a mainly English language service with some use of Welsh to help promote children's learning.

Summary of our findings

1. Overall assessment

Children are secure and happy, and enjoy their time with the child minder. They express their views and ideas confidently, and form very affectionate relationships with the child minder and friendships with each other. The child minder is well-qualified and motivated. She provides very attentive and responsive care, and plans a very good range of activities in line with the children's interests which will promote their development. The child minder ensures her home is safe, welcoming and comfortable, with a very good range of high-quality resources to enhance children's learning. The child minder promotes children's health and welfare. She manages her service efficiently and is keen to implement improvements to secure positive outcomes for children.

2. Improvements

Since the previous inspection, the child minder has:

- Developed the back garden for outdoor play, and added more resources such as a playhouse, sand and water table and wheeled toys;
- provided other additional resources such as dressing up and a play kitchen;
- completed training to extend her professional knowledge and develop her practice. For example, the Level 3 in Child Care, Learning and Development, Fun with Welsh and Expectations of Behaviour, and
- addressed the recommendations made at the previous inspection.

3. Requirements and recommendations

No areas of non-compliance were identified at this inspection. We made recommendations to share plans to develop the service and the written reviews of the quality of care with parents, and to record allergens in the food provided. These are discussed in the body of the report and detailed towards the end.

1. Well-being

Summary

Children make good choices and are confident to express their views and ideas. They feel secure, valued and comfortable in the child minder's care. They enjoy the good range of activities available to them and develop their self-help skills successfully.

Our findings

1.1 To what extent do children have a voice?

Children have a strong voice. They make good decisions about their play and follow their own interests successfully. They can find the resources they wish to play with easily from the good range set out for them, and give their ideas about what they would like to do. For example, children had asked to do jigsaws earlier in the day, and the child minder had acted on their wishes. They chose the colour of their plate at lunch time, and had decided on the colour of the icing for their Mother's Day fairy cakes. In the holidays, they can add their ideas to their 'bucket list' such as visiting the car wash, and the child minder ensures these take place, much to the children's enjoyment.

Children make good decisions and their ideas are listened to.

1.2 To what extent do children feel safe, happy and valued?

Children are relaxed with the child minder. Those who had been at the service for some time had developed a close relationship with her; children settling were already forming a good bond with her and were comfortable in her care. All children approached the child minder easily for extra support, and enjoyed lots of individual attention, cuddles and smiles. They were confident to move around the areas used for minding, and knew the routines well such as when they go to collect their friends from school. This helps them feel secure and settled. They have places to put their shoes, and their photographs are displayed which gives them a sense of value and belonging. Parents commented in their questionnaires for the child minder: "*[My child] really enjoys going to [the child minders] everyday*", and "*[my child] runs in every morning with a great big smile on [their] face.*"

Children are happy, secure and comfortable with the child minder.

1.3 How well do children interact?

Children cooperate well with the child minder and manage their behaviour well in line with their stage of development. They respond well to praise, encouragement and clear explanations about what to do rather than what not to do, and benefit from a

calm, relaxed and happy atmosphere. They share the resources well, and respond successfully to support from the child minder if required. They listen to the child minder well, and follow her requests to, for example, wash their hands when necessary or put their shoes on ready to go and collect their peers from school. They take part in social occasions such as meal times successfully, and take turns in games such as throwing a ball happily.

Children interact and co-operate with each other and the child minder successfully, in line with their abilities and stage of development.

1.4 To what extent do children enjoy their play and learning?

Children enjoy their play experiences. They are motivated to follow their own interests and play independently or with the child minder. They often sing spontaneously and like to count with the child minder in English and Welsh. They enjoy the very good range of learning experiences available to them such as nature walks in local woods, fishing, crafts and local parent and toddler groups. They are proud of their 'work' such as their Mother's Day card, and engage in their different activities for appropriate lengths of time. Parents commented in their questionnaire for the child minder: "*[My child] likes playing with [their] toys and likes going to the Splash park*", and "*[their] favourite thing is playing with the kitchen*".

Children learn through varied, interesting and age appropriate play opportunities.

1.5 How well do children develop, learn and become independent?

Children practice their self-help skills successfully. This supports their learning and independence. They manage their own meals and drinks well, and can use the bathroom by themselves with good support from the child minder if needed. They are confident to find their own resources, and seek out extra help if they need it. They have good social skills which are promoted effectively through their interactions with each other, the child minder and activities such as parent and toddler groups.

Children are motivated and develop their social and self-help skills well.

2. Care and Development

Summary

The child minder knows the children well and provides a very good range of activities which follow their interests and support their development. She promotes children's health, well-being and welfare successfully.

Our findings

2.1 How well does the child minder keep children safe and healthy?

The child minder promotes children's health and welfare. She has attended safeguarding training, and is confident regarding the procedure for recording and reporting any concerns about children's welfare. She actively promotes children's outdoor play. For example, she takes them to an outdoor parent and toddler group each week and regularly visits local woods, parks and lakes with them. The child minder follows appropriate procedures when out and about with the children. There is a suitable outings policy and each place visited is robustly risk assessed.

Parents generally provide main meals, and the child minder offers healthy snacks such as cheese and fruit. She seeks appropriate information on each child before they start at her service, and has attended training in food allergens. However, allergens in the food provided are not currently recorded. The child minder's food safety training is up-to-date, and she is aware of the appropriate procedures to follow in relation to food storage and preparation in order to protect children's health. The child minder supports children to wash their hands at appropriate times well, and provides kitchen roll for them to dry their hands to minimise the risk of cross infection. She is aware of the appropriate procedures for administering medication and completes forms to record any medication given appropriately. Paediatric first aid is up to date, and records show appropriate first aid is administered when required.

The child minder is suitably trained and implements appropriate policies and procedures to promote children's health and welfare effectively.

2.2 How well does the child minder manage interactions?

The child minder is patient, calm and gentle with the children, and promotes wanted behaviour through positive strategies. She gives clear and simple explanations about what she would like children to do, and respects their feelings. She praises appropriate behaviour and celebrates children's efforts which promotes their self-esteem and confidence.

The child minder promotes positive interactions successfully.

2.3 How well does the child minder promote children's play, learning and development and meet their individual needs?

The child minder promotes children's development and well-being successfully. She provides affectionate and sensitive care which helps children feel secure, confident and valued. This allows them to enjoy the varied activities provided which the child minder plans around themes such as Autumn, and in accordance with children's interests and preferences. These include, for example cooking, outdoor play, visits to parent and toddler groups and crafts. The child minder uses a skills framework to assess children's play and development and plan for the next steps in their learning effectively. One parent commented in their questionnaire for the child minder "*We really appreciate all the effort you put into planning things*".

The child minder uses incidental Welsh and sings songs with the children to develop their Welsh language skills well.

The child minder promotes children's learning effectively, and meets their individual needs well.

3. Environment

Summary

Children benefit from a safe, clean and welcoming environment. There is a good range of excellent quality play resources and equipment to meet their needs and interests and promote their development.

Our findings

3.1 How well does the child minder ensure the safety of the environment?

The child minder takes effective steps to ensure that children are cared for in a safe and secure environment. There are comprehensive written risk assessments for all areas of the home used for minding and gardens which show hazards are considered and ensures risks are mitigated as much as is reasonably possible. Suitable safety measures are in place such as safety gates to the kitchen, and the front door is kept locked. There are records of general maintenance being carried out, including the gas boiler check.

The child minder implements measures to ensure her home is safe successfully.

3.2 How well does the child minder ensure the suitability of the environment?

The child minder's home is well maintained and provides a comfortable and welcoming space for the children. The lay out of the rooms used allows children to move freely and choose where they want to play easily. Resources are kept mainly in storage baskets which the child minder sets out so children can find the toys they wish to play with easily. There is direct access to the enclosed back garden which provides a safe area for the children to enjoy a variety of activities such as sand and water play. The communal area at the front of the house is also used for activities such as planting. The kitchen/dining room provides a suitable space for children to enjoy cooking, crafts and meals together. The rooms can be used flexibly to allow for children's different sleep routines.

The child minder successfully ensures the environment is child centred and homely.

3.3 How well does the child minder ensure the quality of resources and equipment?

The child minder ensures children have access to a good range of resources and equipment that are of very good quality and suitable to their age and stage of development. The resources promote their learning and engage their interests, such as crazy soap, role play resources and baby-walkers. The child minder has provided additional resources to develop her service and extend children's play opportunities. For example, she has recently added an outdoor play house, sand and water trays, wheeled toys and dressing up. The equipment provided supports children's needs and promotes their safety, such as high chairs and car seats.

The child minder invests in good quality resources and equipment which meet the needs of the different ages, interests and abilities of the children successfully.

4. Leadership and Management

Summary

Parents and children benefit from a service which is well run and managed efficiently. Children are cared for by a well-qualified and motivated child minder who is keen to develop her service and secure good outcomes for children. Parents can be clear about how the service operates and are kept very well informed about their child's progress, achievements and daily activities.

Our findings

4.1 How effective is leadership?

The service is well run and managed. The child minder is keen to continue her professional development and has completed a variety of child care courses since the previous inspection to improve her practice, such as the Level 3 in Child Care, Learning and Development, Welsh and behaviour management. She ensures all mandatory training is up-to-date, and records are organised and maintained in line with the National Minimum Standards and regulations. The operational plan shows that the service is well run and includes plans to develop the service. However, these plans are not always shared with parents. The statement of purpose gives a detailed and accurate picture of the service, and policies and procedures are comprehensive so parents can be clear about how the service operates. The child protection and complaint procedure required some additional information. This was addressed following the inspection. Suitable contracts are discussed and shared with parents, and the appropriate permissions are sought for activities such as taking photographs and seeking emergency medical treatment.

The service is well organised and managed efficiently

4.2 How effective is self-evaluation and planning for improvement?

The child minder is keen to develop her service. She reviews the quality of her service annually and identifies areas she wishes to develop. However, these reviews and areas for development are not always shared with parents. The child minder values the advice of the local authority, welcomes the views of parents and children, and actively seeks out training to extend her professional knowledge and practice. This allows her to implement changes which will improve outcomes for children. A complaints procedure is in place although the child minder has not received any complaints about her service.

The child minder has effective review methods in place and implements improvements that will directly benefit the children in her care.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder is well qualified and has several years' experience working with children. She has high expectations of herself in order to secure good outcomes for children. Registers show she operates within the conditions of her registration, which allow her to care for a maximum of seven children under the age of 12 years. There are suitable contingency plans in place in the event of an emergency which are shared with parents, and children are familiar with the child minder's emergency back-up person which would minimise any anxiety they may feel if such an event were to occur. The child minder runs her setting as flexibly as possible to meet parents' child care needs, and works closely with them to ensure she can provide a reliable service. For example, she gives good notice of her planned leave. The child minder and all adults living in her home over the age of 16 years have current Disclosure and Barring Service (DBS) checks to confirm their suitability.

The child minder successfully ensures a reliable and safe service to parents.

4.4 How effective are partnerships?

The child minder works very closely with parents to promote their child's well-being. She operates a flexible settling in procedure to help children get to know her at their own pace. Comprehensive forms are used so each child's preferences and care needs are understood before they start at her service. This ensures the child minder can put appropriate plans in place to provide suitable care. The child minder uses a variety of effective methods to ensure parents are kept up-to-date with their child's experiences and routines. For example, when they deliver and collect their children the child minder shares useful details about their child's experiences, moods and care needs. This information is supported with written daily diary sheets. The child minder also sends messages and photographs throughout the day to give parents regular updates, and has developed a phone app so she can share information about events such as upcoming trips efficiently. Individual scrap books with photographs of their child's activities are shared with parents so they can have a record of their child's time with the child minder. The child minder has a good relationship with the local authority through which she receives advice and training. She has good links with other child minders and the local community which gives her access to support, and to parent and toddler groups, which serve to extend children's play and learning opportunities. She has good links with the teachers at the local nursery schools, which helps her provide continuity of care for children attending preschool provision.

There are very good communication systems in place with parents, and the child minder understands the importance of working in close partnership with them and the wider community to promote children's well-being and development.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.1 Areas of non-compliance from this inspection

None

5.2 Recommendations for improvement

- Share plans to develop the service and the written reviews of the quality of care with parents, and
- record allergens in the food provided.

6. How we undertook this inspection

This was a full inspection looking at all aspects of the service, undertaken as part of our normal schedule of inspections. We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service;
- the inspection was carried out by one inspector and took place over one day;
- we observed activities and interactions between the child minder and the children present;
- we looked at a range of records and documents including contracts, the statement of purpose, children's records, records of attendance and policies and procedures;
- we viewed the parts of the premises used for child minding, looked at risk assessments and took account of the safety measures in place;
- we took account of the comments made in parent questionnaires provided for the child minder, and
- we spoke with the child minder about how she ran her service and her plans for the future.

Our findings were fed back to the child minder at the end of the inspection.

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	Emmeline Champriss
Registered maximum number of places	7
Age range of children	Birth up to 12 years
Opening hours	7.30am to 5.30pm, weekdays But can offer 7am to 6.30pm with prior agreement. The service does not operate on bank holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 July 2015
Dates of this inspection visit	29 March 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?	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. 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: None	

