

Childcare Inspection Report on

Agnieszka Gabrys

Llangollen



Date Inspection Completed

27/03/2019

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Description of the service

Agnieszka Gabrys operates a child minding service from her home in Llangollen Denbighshire. She is registered to care for a maximum of 10 children under 12 years of age. English is the main language of the service with some basic Welsh introduced into play and learning activities. The child minder drops off and collects children from a local school.

The child minder does not provide an 'Active Offer' of the Welsh language

Summary

1. Overall assessment

Children are happy, settled and content. They experience positive interactions from the child minder. Children enjoy a range of activities, they are safe, happy and know they will be listened to and their interests taken into account. The child minder promotes children's play, learning and development appropriately. Children are cared for in an environment which is clean, secure and suitably meets their needs. Toys and resources are age appropriate and appeal to the children. The premises are safe and records and documentation are organised. The child minder has a good relationship with parents.

2. Improvements

The child minder has purchased new toys and equipment to support the children to learn through play.

The child minder contacted us on 1 April 2019 to provide written confirmation the recommendations had been addressed as follows;

Confirmation of landlord safety check which was carried out on 30 May 2018.

Both the illness policy and complaints procedure have been updated.

A clear record of existing injuries and record of medication were completed on the afternoon of the inspection.

A new gate is in place to provide an extra barrier to keep children safe from the road.

Children's progress and development is recorded in a new folder.

The quality of care review format has been revised and a more effective review has been completed.

3. Requirements and recommendations

None outstanding

1. Well-being

Summary

Children speak confidently, they are listened to and are provided with a range of activities, which contribute to their development. They have positive emotional attachments with the child minder and are settled in her care. They feel safe, happy and valued. Children interact well with each other and enjoy their play and learning.

Our findings

Children were confident to ask for what they needed. We saw they were listened to and expressed their choice over how they would like to spend their time. For example when they wanted to paint they were helped to do it. The child minder responded to communication in a manner which showed interest in their choices. We saw children chatting happily together with the child minder and making decisions about their play, and asking for something different when they wanted a change of activity such as going outside. The children were very comfortable and we saw lots of smiles.

Children were settled and relaxed in the child minder's company. They had developed positive emotional attachments which made them feel very safe and valued. We saw children playing happily, they enjoyed choosing their own toys and equipment and we heard lots of excited chatter. Children enjoyed plenty of warm affection and had settled well. They had developed a sense of belonging and enjoyed care which was relaxed and respectful of their needs. We saw how the daily routine was familiar such as going to the park after school and this ensured children felt secure as they knew what was going to happen next.

Children were positively occupied and they had the opportunity to learn new skills such as planting fruit and vegetables including tomatoes. They were confident to chat to the child minder whilst playing freely as well as concentrating on more specific tasks such as jigsaws. They made the most of the range of activities and resources which encouraged social, intellectual and language development. We saw all were very busy and fully interested in what they were doing. Children were content to play independently, but also expressed enjoyment when the child minder joined in with their play. Children received regular meaningful praise for their efforts which helped develop their self-esteem and confidence. Children are developing successfully and gaining independence. For example, taking off outdoor shoes.

2. Care and Development

Summary

Children are cared for by a child minder who delivers appropriate care and is committed to ensuring children grow and develop well. The child minder ensures children can enjoy their play and learning safely. The child minder promotes children's play, learning and development through a range of activities. Individual needs are met successfully and children are safe and healthy. The child minder manages interactions well.

Our findings

The child minder promoted children's health and encouraged children to keep well hydrated throughout the day. She provided them with responsive care for example, when children indicated they were thirsty, they were immediately provided with drinks. The child minder had attended training such as Paediatric First Aid and safeguarding which ensured she could deal with any accidents appropriately and knew how to keep children safe. The child minder provides healthy snacks and meals with milk or water to drink. Fire drills undertaken ensured children knew what to do in an emergency. Relevant policies and procedures were in place to keep children safe and healthy. A safety checklist had been completed and risk assessments had been undertaken to identify risks. Accident and incident records were available and signed by parents as appropriate.

The child minder listened and showed respect and the child minder and child interacted well with each other. The child co-operated well with the child minder, they listened carefully and responded appropriately to her when they were spoken to. We saw consistent, realistic boundaries were set and through positive responses they were helped to understand simple rules. By being positive it enabled the children to feel good about themselves and increased their self-esteem and helped them feel valued. The care was relaxed and child led, ensuring children's emotional well-being was nurtured.

The child enjoyed spending time with the child minder, smiling and having fun with her as they played outside. The child minder joined in with the play, providing a good role model. She is knowledgeable about children's development and successfully meets their needs. We saw children's individual routines and preferences were followed. At lunch time the child minder told us about the different foods the children enjoyed and how she encouraged them children to try different tastes and new textures in food such as hummus. Diaries were kept for the youngest children and notes were kept about the progress and development of all the children. The child minder knew the children well and was competent in meeting their needs and ensured the children were busy with experiences they would enjoy. A range of photographs evidenced a full range of activities, experiences and visits for the children.

3. Environment

Summary

The child minder provides a safe, warm and welcoming environment for the children. They make good use of the premises and enjoy visits in the local community. The toys and equipment are of good quality, safe and clean and suitable for the children.

Our findings

Children were cared for in a safe, secure and clean environment. A safety checklist had been completed and risk assessments carried out. We accompanied the child minder picking up a child from school and the walk was managed extremely well. The route was well thought out and was free from unnecessary risks. The child minder was constantly vigilant on the journey and when a large lorry with police escort came past she quickly pushed the pram down a side street to ensure the children would be completely safe. The premises were secure, welcoming and well maintained. For example, the children had coat hooks on which to hang their coat, places for their shoes and the front door was secured.

The child minder made sure equipment was safe and the environment and toys were clean, well maintained and age appropriate. We saw there was a range of play materials, which provided plenty of opportunities for the children to engage in a variety of play. The resources were easily reached by the children and were in suitable quantity which would enable children to play together or alongside each other. The child minder is pro-active and considerate when investing in toys and resources which will meet children's individual needs. All the furniture was appropriate and we saw the environment was welcoming and attractive, making the children feel comfortable and at home. There was ample play space for the children and an enclosed garden made a safe area for children to play outdoors.

4. Leadership and Management

Summary

The child minder is well organised and manages her service effectively. She plans interesting activities and outings for children which provide them with opportunities to socialise and develop. Children and their families benefit from a service which is efficiently run, with records up to date. She has suitable processes in place for assessing the quality of the service she delivers and the child minder evaluates her service and plans for improvement. She is clear about her responsibilities and offers a service which is based on the needs of the children. The child minder manages resources well and has good partnerships with parents.

Our findings

We were made to feel exceptionally welcome by the children and the child minder. We looked at the statement of purpose which reflected the child minding service. The records and documents sampled to support the service were organised and clear. The child minding diary contained information and was completed every day. The child minder certificate of registration was available along with current Disclosure and Barring Service clearances (DBSs), for the family. Insurance certificates and safety checks documents were all current. Required paper work in relation to individual children was in place and the child minder pro-actively sought the children's routine and preferences so that consistency in care could be offered.

The child minder was enthusiastic and had purchased new toys and resources. She had completed a review of the service and had made improvements. We saw the child minder had further plans to improve the outdoor area by introducing more gardening and growing produce especially tomatoes. The child minder was reflective and considered her practice to see how she could improve. She was keen for feedback to make changes, which would improve the experiences and outcomes for the children.

We saw resources were plentiful, of good quality and suitable for the children. They were clean and in good order and accessible for the children to develop their play. This ensured children were busy and happy. The children benefitted from a range of outings and visits in the local area meeting other child minders and making use of local resources such as toddler groups.

The child minder has developed positive and effective methods of communication with parents to ensure they are kept well involved in decisions about their child's well-being. She has regular communication with parents as well as face to face contact. The child minder has a closed social media page and uses this method to effectively communicate with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None. All completed by 1 April 2019.

6. How we undertook this inspection

This was a full inspection as part of our schedule. It was semi announced to ensure the child minders availability. One inspector visited the service on 27 March 2019 between the hours of 11:00 and 2:00. There was one child present during the inspection. We received written confirmation after the inspection from the child minder that recommendations had been addressed.

- We inspected documentation and policies;
- we gave feedback to the child minder;
- we joined the child minder and child for lunch;
- we accompanied the child minder on a walk to collect a child from school;
- considered the safety and suitability of the environment for the children;
- we observed the child and the care they received; and
- we spoke to the child minder and the child.

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	Agnieszka Gabrys

Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	Flexibly to meet parental need
Operating Language of the service	English however the child minder is fluent in Polish
Date of previous Care Inspectorate Wales inspection	23 March 2016
Dates of this inspection visit(s)	27 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?	No
Additional Information:	

Date Published Thursday, 30th May 2019