



Childcare Inspection Report on

Joanne Feldman

Llangollen



Date Inspection Completed

15/05/2019

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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

Description of the service

Joanne Feldman is registered to care for eight children under the age of twelve. The child minder's home is situated in the town of Llangollen. Child care is offered Monday to Friday within flexible hours and the child minder can take children to and collect them from the local schools and other children's groups. The language of the setting is English and the service does not provide the Welsh language active offer.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children are happy, settled and communicate confidently. Their well-being and self-confidence is promoted and independence encouraged. They interact well and learn skills through play. The nurturing and competent child minder provides a suitable play environment and guides children sensitively and meets their needs. The child minder gives the health and safety of children high priority. The environment is safe and suitable with good quality resources. She organises her service well and has helpful and positive relationships with parents and others, which ensure good outcomes for the children.

2. Improvements

Since the previous inspection:

- Children enjoy more outings and walks;
- children benefit from social interaction as the child minder is involved with the local playgroup;
- children enjoy more activities as new toys have been purchased such as books and soft toys and
- parents benefit from additional communication using a phone app group.

3. Requirements and recommendations

We made one recommendation to record when toys are cleaned.

1. Well-being

Good

Summary

Children have a strong voice and make choices confidently. They are able to communicate effectively. Children flourish because they feel secure and relaxed. They are learning valuable social skills. Children enjoy a wealth of purposeful experiences at this service, including outdoor play. Children are learning many concepts through play and are becoming independent.

Our findings

Children expressed themselves and they were listened to and their choices respected. They made appropriate choices and decisions because they were aware of the options available, for example there was a range of toys to play with and books to read. They helped themselves to many toys such as vehicles and baby rattles. Children moved around freely between the playroom, landing and lounge and also used the kitchen for some activities.

Children were settled and contented with the child minder, and were happy to play with her and each other. Strong bonds of friendship were clearly evident between the children and the child minder as they approached her to answer their questions or for assistance. Children were also developing relationships with each other as they played alongside each other.

Children co-operated well with the child minder, for example when she asked them to come for their nappies to be changed, they happily complied. Children interacted well with each other as they shared some toys when prompted by the child minder. They were becoming self-aware and learning to express what they needed such as asking for items to play in the sand.

Children were motivated and engaged in their play and learning as they practiced threading and learning colours. They used much language as they played alongside each other and the child minder. They learnt how materials move as they played in wet sand and worked with sticky glue and paper.

Children had a good variety of activities including self-directed play, that enabled them to gain a good range of abilities such as fine motor skills when threading. We saw photos of children going for walks and playing in the park – all of which encouraged physical skills. Children had a secure relationship with the child minder which helped them gain confidence and overcome challenges. Children were encouraged to develop skills to be independent such as feeding themselves and helping themselves to their drinks.

2. Care and Development

Good

Summary

The child minder keeps children safe and healthy in a caring atmosphere. She manages interactions well, being a good role model and using positive strategies. She is professional and experienced; promoting children's learning through play, providing a range of activities, outings and meeting children's individual needs.

Our findings

The child minder kept children safe and healthy by adhering to policies and procedures. There was an appropriate child protection policy in place and the child minder had the relevant contact details to hand. She was confident to carry out her responsibilities if she had a concern about a child. Meals are supplied by parents and a variety of fruit pieces were provided as a snack and the child minder provided water to drink. This was in keeping with current guidelines. The child minder had a current First Aid certificate and accidents had been recorded appropriately and parents given a copy of these records. Children's health was also promoted as the child minder followed current nappy changing guidance, which avoided cross infection including regular hand washing. The child minder ensured children had daily opportunities to spend time in the fresh air. They played outside enthusiastically and we saw photos of outdoor play at the rear of the house and many walks and outings to the local park. Children also told us how much they enjoyed these outings. Discussion with the child minder showed that children would be safely evacuated in an emergency and fire drills were practiced and recorded monthly. Regular fire alarm checks were completed and recorded so that warning of a fire would be heard.

The child minder successfully managed interactions using positive strategies such as praise, encouragement and distraction. She was able to manage interactions well according to the principles reflected within the policy. Children had fun with the child minder and they wanted to please her so they listened and co-operated with her. The child minder was a good role model in showing patience and respect and encouraged the children to say please and thank you, for example at the meal table. The child minder was consistent and fair and praised children for sharing toys.

The child minder was kind and nurturing and was sensitive, understanding children's preferences such as which fruit to eat as a snack. The child minder was confident and relaxed having the knowledge to care for the children. She provided a sense of fun and enjoyment, for example, as they played in the sand together. Busy times were interspersed with times when children could relax as one child had a sleep. She understood the importance of learning through play and provided varied opportunities such as floor play and craft and provided cushions for children to make their own obstacle course.

We saw photos of children engaged in crafts, baking and going on woodland walks as they learnt about the world around them. Children had parties, went on outings and enjoyed

picnics, helping their social skills. Children's registration forms had all the information required to care for the children. The child minder knew the children well, and had gained valuable updated information from parents about their health and stage of development. This meant that she could meet their needs in detail such as knowing when they might want to sleep and how to encourage their development.

3. Environment

Good

Summary

The child minder provides a secure and safe environment. Observations and written risk assessments evidence she is aware of how to keep children safe. The environment is child centred and homely giving the children suitable experiences. The quality of the games, toys and resources is sufficient to meet the developing needs of the children.

Our findings

The premises were secure with the main entrance locked and the outdoor area safely enclosed. A record of visitors was kept. Written risk assessments had been recently reviewed and updated which demonstrated the child minder was aware of potential hazards and how to manage them. These included a safety gate at the top of the stairs. The child minder constantly supervised the children and ensured their safety. All areas were clean, tidy and well maintained.

The child minder made sure the environment was suitable to provide children with homely care. There was ample space for the children to play with their chosen toy or participate in the activities in the playroom, large lounge, or at the kitchen table. Sofas enabled children to relax if necessary. The child minder used the environment flexibly, and even the large landing was used as an area for play briefly. The toilet included a step for children to use the facilities independently. We saw the outside play area with many resources and photos of children enjoying the activities in the summer.

Children had access to a wide range of good quality and developmentally appropriate play and learning resources including books and table top games. They were in ample quantity to ensure children had a good choice such as craft materials and baby toys. Toys, games, equipment and the furniture were clean and suitable. The child minder told us when the toys had been cleaned, though there was no record. We saw books and resources to reflect a wider society and sustainable materials were used, for example in junk modelling.

4. Leadership and Management

Good

Summary

The child minder is competent and strives to provide a good quality service. Self-evaluation is effective and improvements made considering all involved. Resources are managed well and the child minder ensures she has sufficient materials and on-going support from other agencies. Partnerships with parents are effective for the benefit of the children and their families.

Our findings

The child minder provided an up-to-date statement of purpose that reflects an accurate picture of the service provided. The practice that we saw during the visit was consistent with the information in the statement of purpose. The child minder was confident and competent and records were organised, up to date and easily accessed. The child minder ensured all legal requirements were met such as sharing information with us, and up to date public liability insurance.

The child minder produced a comprehensive annual review of the quality of care for every year since being registered, which included parents and children's views. The document effectively identified areas for improvement such as erecting a fence at the front of the premises and growing plants with the children. Improvements had been made such as having more activities for children outside and improving communication process.

The child minder took her professional development seriously and ensured courses were completed regularly such as safeguarding, food hygiene and first aid. Additional courses were also completed such as Cooking for Kids which meant the child minder has many nutritious recipes to share with parents. The safeguarding of children was ensured as Disclosure and Barring Service (DBS) checks for all in the household who are over 16 years of age were current and the child minder and her husband are registered with the DBS update service.

The child minder had written information about the care of children which was kept up to date. Parents and the child minder exchanged information verbally and in daily diaries about their child's day. Photos were sometimes sent to the parents showing them what their children had enjoyed. Parents were very happy and in the returned questionnaires, we read many positive comments. The child minder works with local groups and child minders to share ideas and good practice and communicates regularly with the local Family Information Service to source courses.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the child minder considers keeping a record of when toys are cleaned. This will help her to monitor this aspect of child care.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Twenty four hours' notice was given to ensure the child minder's availability. One inspector visited the service on 15 May 2019 from 09.40 -12.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided;
- spoke to the children;
- inspected the areas used and
- reported our findings to the child minder.

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	Joanne Feldman
Registered maximum number of places	8
Age range of children	0 – 12 years
Opening hours	07.00 – 18.00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 March 2016
Date of this inspection visit	15 May 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 service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	

Date Published - Friday, 5 July 2019