



# Childcare Inspection Report on

**Joanna Jones**

**Aberystwyth**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Joanna Jones operates a child minding service from her family home in the village of Penrhyncoch, near Aberystwyth. She is registered to care for a maximum of 10 children under 12 years of age. The opening hours are Monday - Friday from 8.00am to 17.00pm with the exception of closing for two weeks over the Christmas holidays. This service does not offer, and is not currently working towards the 'Active Offer' of the Welsh language. However, the child minder is a fluent Welsh speaker and offers / promotes this as a bilingual service.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy at this service. The child minder has a friendly, enthusiastic and caring approach and provides children with a secure foundation for their learning and development. The indoor environment offers a range of opportunities for children to be creative, play and learn. The rear garden provides children with daily opportunities to be outdoors. The child minder manages the service appropriately and has identified areas she intends to develop.

### **2. Improvements**

This is the first inspection since registration.

### **3. Requirements and recommendations**

We have made recommendations in relation to updating the statement of purpose for the service with regards to the recent change in opening hours. More detail in the child minding daily diary and to conduct fire drills at suitable intervals for the service.

# **1. Well-being**

## **Summary**

Children express themselves well. They communicate their needs confidently in a variety of different ways. They approach the child minder with ease and as a result they are comfortable, settled and relaxed. Children have fun and enjoy their play and learning.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children communicate their needs and requests with confidence.

We found children were able to express their needs as they knew they would be listened to. All attempts at communication were valued. A child also knew the child minder understood their feelings and non-verbal cues as they were given encouragement and cuddles when expressing the need for attention. In keeping with their stage of development, children were given time and support to do things for themselves. Individual needs took preference over routines. For example, a baby was encouraged to select toys of interest; self feed at lunchtime and sleep according to their needs.

Children are listened to and provided with responsive care.

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

Children approach the child minder with ease and are reassured with care and affection.

We found children to be secure, happy and comfortable. Children were developing bonds of affection with the child minder who gave cuddles and kisses when they were tired or needing a little reassurance. They were praised with positive language and had their needs met with genuine affection. Children in the settling in phase were becoming familiar with the daily routine and were content and happy. We saw children approaching the child minder when they wanted to be carried, cuddled or to have support with an activity. Children felt valued because their feelings, likes and dislikes were taken into consideration at snack time and when playing.

Children are provided with care which values their needs and wishes, helping to sustain positive well-being.

### **1.3 How well do children interact?**

Children interact positively.

Children behaved well, they were spoken to in their home language and this added to their sense of security. We saw younger children beginning to understand their feelings, co operate and take turns, for example, a baby was interacting with the child minder inviting her to play, and the child minder followed the child's lead and pace. Good manners were

promoted such as saying please and diolch. The child minder told us older children know the rules for the service and are involved in showing respect for the resources and the property. For example, by removing their outdoor shoes inside, eating at the table socially and practicing good manners.

Children understand the behaviours expected of them and are beginning to comply with them.

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

Children are curious and engaged by the play based activities available to them.

Children are able to explore their environment freely and safely. A baby maintained interest in the range of age appropriate toys available and showed excitement as they made a noise by shaking various rattles and musical instruments. The child minder gave support and encouragement to help the baby engage and focus on an area of play. She mimicked the sounds as the baby babbled in delight. We also saw children can enjoy quiet times by having a cuddle on the child minders lap whilst looking through a picture book.

Children enjoy their play and are interested in the opportunities available to them.

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

Children are able to accomplish things for themselves, develop and learn new skills.

The child-minder told us children are encouraged to develop their self-help skills. Many accessed the toilet and washed their hands independently. During meal times they are encouraged to lay the table, set out their own packed lunch and pour their own drinks. Children are expected to tidy up after play and take care of their belongings by placing them on their individual pegs. We saw a baby being encouraged to spoon feed and hold their hands out to be washed after lunch.

Children are developing their independence positively.

## **2. Care and Development**

### **Summary**

The child minder has a good understanding of safeguarding and ensures the policies and procedures for the service are implemented into daily practice. She has a wealth of experience in working with children for many years as a mother herself and formerly in her role as a qualified British, and international nanny. She uses agreed strategies to manage unwanted interactions with considerable patience and kindness. The child minder is exceptionally caring, nurturing and responsive to individual children's needs.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder is highly committed and understands her role and responsibilities with regards to safeguarding and promoting healthy life styles.

When asked, the child minder was confident and correct about the procedures she would follow if she had any concerns about a child in her care. However, it is recommended the child minder ensures children participate in regular fire drills in order to make sure they know what to do if they had to leave the premises quickly in case of an emergency. To further improve this we recommended the records reflect how the drills went and what may need to be done to improve future fire drills. The child minder reassured us she would address this matter without delay.

We saw healthy practices were promoted throughout the inspection such as hand washing and nappy changing procedures which were in line with the Public Health Wales (2014) guidance. The child minder promoted healthy eating and discussed how she had worked with parents to encourage them to make healthier snack and lunch box choices for their children; she ensured children were hydrated during the day as fresh water was readily available. The child minder had a current paediatric first aid certificate which enabled her to appropriately administer emergency first aid or deal with any medical issues that may arise. Accidents and incidents were recorded appropriately.

Children are often walked to and from groups and school to ensure that they have opportunities to exercise and have fresh air.

The child minder consistently and competently keeps children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

The child-minder manages interactions with a kind and patient approach.

The child minder celebrated appropriate interactions using positive language and gentle tones. The child minder modelled good behaviour by promoting good manners encouraging children to say please and thank you throughout the day.

The child minder promotes positive interactions.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The child minder has a strong understanding of children's individual needs and provides for these in a nurturing relaxed atmosphere.

The child minder showed an understanding of the Foundation Phase principles, planning themes which interested the children and helped them work towards their developmental outcomes. Children's progress and development is recorded. She promoted cultural awareness through a variety of multi cultural resources and encouraged their use of the Welsh language continuously. The child minder is aware of additional learning needs and how these may be supported if identified with the assistance of parents and external agencies.

The child minder creates opportunities for children to successfully learn and develop through play.

### **3. Environment**

#### **Summary**

The child minder has ensured unnecessary risks to children have been identified and as far as possible eliminated. The indoor environment is secure, well set out, welcoming and friendly. Out doors, children have access to equipment and activities which encourage physical activity and promote their play and learning. The child minder ensures children have access to furniture, equipment toys and materials that are appropriate and suitable for their needs and stage of development.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The child minder ensures children are cared for in a safe and secure environment.

We found the external doors to the premises were locked as stated in the health and safety policy for the service. On arrival, we were asked to sign a visitor's book including our exact time in and out. We noted there was a record of visitors including the reason for their visit.

All areas were safe, we viewed a range of written risk assessments which demonstrated the child minder showed appropriate measures were in place for potential risks and how they could be reduced or eliminated. During the inspection, we saw the child minder had good routines for bottle feeding, food preparation, hand washing and nappy changing which promoted effective infection control.

The child minder cares for children in a clean, safe environment which meets their needs.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The child minder ensures the premises and outside play areas are secure, welcoming and friendly.

The child minder had provided sufficient indoor play space which was clean and bright. Children had a sense of belonging; they had their own coat peg and bags for personal belongings. The child minder had also placed the children's own work of nature and seasonal themed displays on the wall of the play room. The open plan sitting room/ dining kitchen and additional hall playroom provided a suitable environment for children. All areas were well equipped with resources and good quality play equipment. Furniture was appropriate and in good order. The rear garden was well kept and secure with plenty of play equipment and ample space for the children. This provided a range of skill development opportunities such as climbing, balancing, planting and digging. The family dog is kept in a separate area. Children use the down stairs toilet and wash basin, younger children are supervised when washing their hands.

The child minder ensures the whole environment is used flexibly and creates a good sense of security, belonging and facilitates a good range of play opportunities suitable for the age range cared for.



### **3.3 How well do leaders ensure the quality of resources and equipment?**

The child minder ensures children have access to furniture, equipment, toys and resources appropriate and suitable for their needs.

Resources and toys were of good quality and suitable for the age and development of children. They were well organised into appropriate age groups so children could follow their interests. Storage provided was at a low level and this enabled children to access materials and toys with ease. The child minder had ensured some resources reflected our wider society which helped to raise children's awareness of the world around them.

The child minder provides a child centred and well resourced environment to enhance children's experiences.

## **4. Leadership and Management**

### **Summary**

The child minder has a sense of purpose that promotes and sustains improvement and good outcomes for children. Strengths and areas for development are recognised and action is taken to maintain and improve practice. However, the child minder is reminded to compile a quality of care report within a year of being registered. The child minder's record keeping is well organised and she is aware of her role and responsibilities to safeguard children in her care.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder has a clear vision for the service and applies innovative methods to record children's details and progress.

Overall, we found the statement of purpose captured her service well. She has set clear aims and policies are reviewed and updated. However, we recommended the recent change in opening hours and the forthcoming additional house hold member needs to be included in the statement of purpose for the service. The child minding diary was in progress and we suggested there should be more information included, about how the children have spent their time with the child minder, including what snacks were offered

Overall, leadership is organised and effective.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder has some systems in place to evaluate and develop the service she provides.

The child minder was enthusiastic and caring, ensuring that the children enjoyed their time with her. The child minder had partially reviewed her service, we saw evidence views from parents and children had been sought. The child minder intends to complete her first annual review report by the first year of minding and confirmed that CIW and parents would receive a copy.

Changes are made which improve the service.

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

The child minder manages resources appropriately.

The child minder has a current paediatric first aid qualification and safeguarding awareness training and has undertaken e- safety and social media training. The child minder is bi lingual and promotes the Welsh language effectively, however at the current time she is not

working towards the 'Active Offer', which entails all her written documents, are available in both Welsh and English.

The child minder is committed to improving and developing her practice through attending relevant training.

#### **4.4 How effective are partnerships?**

The child minder has good engagement with parents and the local community.

She spoke to us about the play and learning opportunities available in the local area, such as her intention to visit the weekly toddler group in the village hall and attending story time at the local library to help children's social development. The child minder told us she has positive relationships with parents and she reports on their child's progress each day.

The child minder understands the importance of effective partnerships 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**

- update the statement of purpose for the service with regards to the recent change in opening hours;
- more information included in the child minding daily diary
- conduct Fire Drills at suitable intervals and include a written reflection of fire drills for and,
- complete a quality of care review report by the first year of operation.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal programme of scheduled inspections. One inspector visited the service at short notice to ensure availability on Wednesday 29 August 2018 from 10:45 – 14:00

We:

- inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of child engagement and the care being provided;
- spoke to the baby present inspected the areas used; and
- gave feedback to the child minder at the end of the visit.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Joanna Jones
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	Monday – Friday 8:00am – 17:30pm
Operating Language of the service	English and Welsh
Date of previous Care Inspectorate Wales inspection	This was the first inspection of the service
Dates of this inspection visit(s)	29 August 2018
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:	