



# Childcare Inspection Report on

**Donna-Marie Evans**

**Carmarthen**

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

**This report is also available in Welsh**



**Date Inspection Completed**

04/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Donna-Marie Evans registered with Care Inspectorate Wales (CIW) in March 2018 to provide child care from her home in Carmarthen. She is registered to provide care for up to 10 children. She operates between 7.30am and 6.00pm, Monday to Friday and the service is provided through the medium of English.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Adequate
<a href="#"><u>Leadership and Management</u></a>	Adequate

### 1. Overall assessment

Children enjoy a wide range of interesting activities. They are happy, settled and confident. Children have strong bonds of affection with the child minder and her family. The environment in which care is given is safe and clean. The child minder generally manages her business effectively on a day to day basis and is keen to involve both parents and children in discussions about ways to improve the service she offers. Good relationships have been formed with parents.

### 2. Improvements

The child minder had fitted a thermostat and hot water control.

### 3. Requirements and recommendations

We have made some recommendations in relation to care and development, the environment and leadership management. These are listed at the back of the report.

# 1. Well-being

## Summary

Children have a strong voice and well-being and confidence is enhanced as a result. Children are happy and feel valued as they experience nurture and respect. They are learning to interact well and enjoy the experiences provided. They enjoy activities which promote their all-round development and independence.

## Our findings

Children had a strong voice; they confidently expressed themselves and they know that they are listened to. Children confidently expressed their wishes and made choices. Children chose what they wanted to eat at lunchtime and were able to have more food if they wished. For example, children were able to choose if they wanted pasta bake or meatballs for lunch. Children were also able to choose knives and forks for themselves.

Children feel safe and relaxed and have positive attachments with the child minder and family members. The children present felt safe and happy to attend; they were calm and settled and approached the child minder for cuddles. Children were familiar with routines and responded well to praise given. For example, a child smiled proudly when they received praise for counting four wriggly toy worms. Children were well behaved and conversed happily with each other and with adults, verbally and non-verbally. Children had great imagination and enjoyed role play. For example, one child made tea for the child minder whilst playing with the role play toys. Children enjoyed each other's company and had started forming good bonds. Children interact positively at the service and comply well with rules of socially acceptable behaviour, for example, two children shared nicely whilst playing with the tuff tray. Children had conversations with the child minder about what foods they liked and about their families.

Children developed their independence including helping to put items away when tidying up, with support given when needed. Children developed their language through their play, naming colours at every possible opportunity. Children showed excitement in what they were doing. For example, children excitedly danced to the music during a music dancing activity and it was evident that they thoroughly enjoyed the activity. Children could develop their independence as they were allowed to complete tasks for themselves. For example, children ate independently and also were able to successfully use glue sticks during a craft activity.

## **2. Care and Development**

### **Summary**

The child minder appropriately keeps children safe and healthy. She manages children's interactions in a kind and caring manner and promotes their learning and development effectively. The child minder provides a range of suitable opportunities that inspire the children to play and learn.

## **Our findings**

The child minder implemented positive practices to keep children safe. She had an appropriate policy in place and had received training on safeguarding and the prevent duty, which ensured she knew the correct procedure to follow should she have concerns about a child. Children's attendance and departure times were recorded daily. The child minder and her assistant attended to children's needs and were very attentive. They ensured that children washed their hands before eating. However, although the child minder and assistant diligently wiped children's noses, hygiene practices were not always of the highest standard in this regard. The child minder offered children drinks at regular intervals to ensure they were kept hydrated. The child minder provided individual towels for the children in order to reduce cross contamination. She offered regular opportunities for children to be active and get fresh air and regularly took them to various places including the park, local attractions and a soft play centre.

During mealtimes, the child minder and her assistant provided children with their food and poured their drinks for them. Although children were offered opportunities to develop their independence during the day, there were some missed opportunities around lunch time.

The child minder managed interactions well and consistently. She listened intently to the children, responding in an appropriate and caring manner. The child minder and her assistant were involved in the children's play. They played with them and joined in their play. The child minder knew the children well and provided them with appropriate resources and activities to support their learning and development. This had a positive impact on the children's language and communication development. During circle time, children were very responsive. The child minder and her assistant took advantage of all informal situations to reinforce numbers and colours. The child minder used some incidental Welsh during our visit. The child minder ensured children felt valued, as their individual ideas and needs were known and respected.

### **3. Environment**

#### **Summary**

The environment is safe, clean and secure. There is a selection of good quality play equipment and resources. The child minder provides suitable, age appropriate toys for the children and ensures that the environment is welcoming. There is an enclosed outdoor area for children to explore. However, there is room to further develop the outdoor area.

#### **Our findings**

The environment was secure with the main entrance locked at all times. Relevant checks were completed and the heating boiler had been serviced, ensuring children they were



safe. The child minder had installed a mechanism to control the heating and temperature of the water. Basic risk assessments were available for the environment however they did not include enough detail. For example, food items and plastic wrapping included in the tuff tray had not been risk assessed. Daily checks were generally visual but the child minder had recorded some in the diary. A safety gates was situated between the lounge and the kitchen. Smoke alarms are tested monthly and fire drills are held monthly and recorded.

Children generally played in the conservatory and completed craft activities and ate food in the kitchen. Children also has access to the bathroom, which was adjacent to the kitchen. The child minder provided individual towels for the children to dry their hands.

The child minder told us that children enjoyed playing in the small but fully enclosed garden but it was not used during our visit due to inclement weather.

All areas were clean and well maintained. There was a notice board with information for parents in the hallway and children's work was displayed. Resources were of a good quality and suitable for the ages and stages of development of the children attending. Some resources were stored in boxes. However, the contents of the boxes were not visible to children and they had not been labelled. There was also more resources in a storage cupboard in the bathroom, which the child minder brought out when needed.

Resources included construction toys, tuff tray, kitchen utensils, jigsaws and games, puzzles, dress up, books, craft boxes.

## **4. Leadership and Management**

### **Summary**

The child minder clearly enjoys her role. She maintains the required records and documentation. The child minder manages the service well on the whole and has a system in place to review the quality of her care. The child minder ensures her core training is kept up to date. The child minder has positive partnerships with parents and other child minders.

### **Our findings**

The child minder is motivated and clearly enjoys her role. She maintained the required records and documentation and had good organisational skills. The child minder manages the service well on a day to day basis.

The child minder had a statement of purpose in place and we received an updated version during the inspection process. The child minder ensured that policies and procedures were clear and focused on the needs of the children. Contracts and development records were in place. All of the records were well organised.

The child minder is proactive and it was evident that she frequently looks at ways to improve her service. The child minder and her assistant worked well as part of a team and the child minder had held an appraisal meeting with her assistant. She regularly notifies CIW of any changes to the service.

There was a Quality of Care policy in place but needed updating slightly to include correct information regarding inspection frequency. The childminder had started gathering information in preparation for the Quality of Care report. The questionnaires that the child minder had received from parents noted positive comments such as 'we value your skills as a child care provider highly'; 'All the children are lucky to have you as a child minder'. Likewise, parents were very complimentary in the questionnaires returned to CIW.

The children's attendance records showed that the child minder worked within her conditions of registration by caring for no more than 10 children and also upheld the relevant ratios.

The child minder has good partnerships with parents. She used daily diaries to record the children's day. She also used multi-media to keep in touch with parents and had sought parents' permissions for taking photographs.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None. This was a post registration inspection.

### **5.2 Recommendations for improvement**

We recommended that the child minder:

- ensures that they always wash hands after wiping children's noses;
- provides labels on storage boxes;
- ensure that children's development trackers are always dated;
- further develops the risk assessments;
- keeps a record of all staff present during the day;
- ensures that the Quality of Care report is completed in a timely manner and
- further develops children's independence at mealtimes;

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

This was a full, unannounced inspection undertaken as part of our schedule of inspections. One inspector visited the service on 4 June 2019 for a total of four and a half hours.

We:

- viewed a range of documents including policies and procedures, risk assessments, registers and children's files;
- observed children's engagement and the care being provided by the child minder;
- spoke to the children, child minder and assistant;
- analysed parents' questionnaires;
- inspected areas used by the children, and
- gave feedback over the phone.

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	Donna-Marie Evans
Registered maximum number of places	10
Age range of children	Up to twelve years old
Opening hours	7.30am-5.30pm
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	This was a post registration inspection
Dates of this inspection visit(s)	4 June 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. However, practitioners use incidental Welsh occasionally. We recommend that the service provider considers Welsh Government's More ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

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