



# Childcare Inspection Report on

**Teresa James**

**Haverfordwest**



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## **Description of the service**

Teresa James has been registered as a child minder since May 2018. She can look after up to ten children when working on her own and up to seventeen children when working with an assistant. She currently offers her service from 7:30am to 9am and 3pm to 6pm, on Mondays and Wednesdays, during school term time and from 9am to 5:30pm on selected days during the school holidays. The service is open to children aged between three years and twelve years. The child minder employs three assistants, one of which works with her on a permanent basis. The service is provided through the medium of English.

## **Summary of our findings**

### **1. Overall assessment**

The child minder is positive and motivated and provides a child minding service that has a strong emphasis on outdoor play activities. Children enjoy their play enormously and they have excellent opportunities to develop their skills and independence. She provides a very suitable environment and manages her business effectively.

### **2. Improvements**

Since registration, the child minder had installed a 'forest shed' in the garden which is a space for children to use freely for indoor activities.

The child minder confirmed, following our visit, that all of the relevant documentation in relation to suitability checks she had carried out on staff, was in their files. She also confirmed that she had put paper towels in place for children to dry their hands hygienically and she ensured that an updated safety check was conducted on her gas central heating system.

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

We made recommendations in relation to some aspects of record keeping, policies, risk assessments, the statement of purpose and making both toilets available for children's use if necessary. These recommendations are detailed at the back of this report.

# **1. Well-being**

## **Summary**

Children feel extremely comfortable in the care of this child minder and they know that their voice is important. Children have excellent opportunities to develop their skills through stimulating activities and they show high levels of engagement. They form strong bonds of friendship and are very considerate of each other.

## **Our findings**

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

Children are offered choices very regularly. They are confident to express their wants and opinions and they know that their voices are important.

Children were confident to make requests and express their preferences, which were responded to in a positive way. For example, when out walking on a treasure hunt activity, a child said, "I want to get the stick Teresa," and the child minder replied that they could come again the next day to get it when the child had his wellies. Children talked to the child minder and her assistant throughout our visit about what they liked and didn't like, such as when they all talked about what pizza toppings they would have later in the day. Children confidently and independently chose what they wanted to play and they were fully involved in what happened. For example, a child chose to make a picture rather than play outside. She helped herself to all of the resources she wanted to use to make it and the child minder asked her what she wanted to do with it afterwards.

Children consistently have a strong voice.

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

Children are very comfortable in the care of the child minder. They share their experiences and they are happy to raise their concerns.

Children played and chatted with the child minder and her assistant in a relaxed and confident manner throughout our visit. When a child was worried about something, they spoke about it. For example, a child told the child minder when out for a walk that she "completely forgot" her lunch. An older child told us that they would be happy to talk to the child minder or her assistants if they were unhappy about something. The children enjoyed sharing their experiences and ideas with the child minder. For example, a child asked the child minder if she could bring a jar, in which she had been collecting natural materials, with her to another play area and she asked the assistant what he thought of her ideas.

Children feel extremely safe, happy and valued.

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

Children are very thoughtful and considerate to other children and they happily co-operate and share.

Children had formed friendships and they played together really well. For example: two children chatted and held hands as they walked; a group of three children played a role play

game outside, negotiating roles and running around having fun together; and two older children worked together to tie up willow branches to form an archway. When a child said they were hungry, another child said “Do you want something of mine?” Older children looked out for younger children and showed consideration for their age. For example, an older child put a gentle hand on the back of younger children to guide them across the road. When the child minder asked a child if it was okay for another child to have a go with the bubbles she had been playing with, the child not only said that it was okay, but also came to see if the child wanted her to blow them for her to pop or if she wanted to blow them herself. The children listened well to instructions from the child minder and the assistant.

Children interact exceptionally well.

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

Children are enthused and excited by the activities they do.

We observed children laughing, smiling and being fully absorbed in their play. They shared their excitement with the child minder and her assistant. For example, a child said, “Hey Teresa, she blew one like this”, demonstrating in amazement the size of the bubble her friend had blown. When they were taking part in a group treasure hunt, all of the children were engaged and excited. A child said “Cha-ching!” in excitement when he spotted the ‘secret path’ the group had been looking for and another child said “It is! It is!” excitedly when she realised the building she was looking at was the one in her picture clue. Children were very enthusiastic when they talked about their experiences with the child minder. They told us that some of their favourite things to do were “games and adventures” and “playing ball tag”. A parent had commented on behalf of her child in a questionnaire that their sessions in the child minder’s care were ‘not long enough.’

Children thoroughly enjoy their play and learning throughout their time with the child minder.

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

Children have excellent opportunities to develop their skills and independence through stimulating play activities.

Children had many opportunities to develop their communication, mathematical, social, physical and problem-solving skills during a group treasure hunt and during their free play. For example, a younger child sounded out letters to read a house name and older children read detailed information on information boards. Children identified numbers that they saw and also counted steps when challenged by the child minder and her assistant, with older children using higher level number skills to add large numbers together. Children were very active as almost all of them played in the outdoors for the whole of our visit. Children did things for themselves, such as pouring bubble mixture into containers, gathering what they needed for a group walk, putting on tags for tag rugby and pouring drinks. A child who was out of breath from playing a ball game poured himself some water and said, smiling, “Better have two!”.

Children develop and learn very successfully.

## **2. Care and Development**

### **Summary**

The child minder is kind, positive and motivated. She provides exciting play opportunities to children which promote the development of their individual skills and independence. She keeps children safe by ensuring that there are sound processes in place and she keeps up to date with the necessary training. The child minder has fun with the children and boosts their self-esteem by listening to them, giving them individual attention and using frequent praise.

### **Our findings**

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

The child minder completes training and has processes in place to keep children safe. She actively supports a healthy lifestyle with a strong focus on outdoor play.

The child minder had up to date training in paediatric first aid, child protection and food hygiene. The permanent assistant had also completed paediatric first aid training and the child minder confirmed that he had also completed child protection training through his other occupation. The child minder was aware of safe child protection procedures when we discussed a hypothetical child protection scenario. She supervised children well during our visit and gave safety messages throughout the day, such as reminding them to be careful when walking on a grass verge and ensuring that the children crossed all roads in a safe and orderly manner. It was clear that safety was of high importance because the children were very familiar with the safe processes for crossing the road and when children told us about having a bonfire, they also told us that they had to stay one metre away from it. The child minder encouraged children to go to the toilet and wash their hands before lunch. At the time of the visit, children were sharing towels to dry their hands, but the child minder took prompt action and confirmed that she had put paper towels in place.

The child minder made an active lifestyle an integral part of the provision and she and her assistant had planned activities which involved physical exercise in the outdoors throughout the day. She also gave children a choice to do quieter activities if they preferred. Although parents provided the children with lunchboxes, the child minder promoted healthy eating by providing fruit as snacks and giving children free access to water to drink. She provided light evening meals such as beans on toast, wraps and pizza which the children chose the toppings for.

The child minder successfully keeps children safe and healthy.

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

The child minder manages children's behaviour positively and boosts their self-esteem by using praise. She has fun with the children.

We observed praise being used frequently by the child minder and her assistant. For example, they said, "Well done, excellent," "You are such a little gentleman" and "That is

lovely! Look at that!” The child minder encouraged the children to share, take turns and to look after children younger than them. She had fun with the children, such as saying “say chicken nuggets” as well as “say cheese” when she was taking a photograph and laughing with children as a bubble popped on her face. The child minder and her assistant spoke with the children and each other in a kind and upbeat manner throughout our visit.

The child minder manages interactions well.

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

The child minder plans interesting activities which promote children’s play, learning and development. She knows the children well and provides individual support which meets their needs.

The child minder delegated the written planning of activities to her assistant which worked successfully. They planned a range of activities using the Foundation Phase outcomes as a structure but differentiated for children up to the age of twelve. Examples of play activities provided for children, which we saw in planning documents and in photographs, included: building dens; making boats from bark in the stream; a mini beast search; evasion games, creating a willow tunnel; planting activities and playing in the mud kitchen. Both the child minder and her assistant explained to us how their original plans for doing mostly woodland activities had developed as they got to know the needs and interests of the children. As well as planning activities, they also provided plenty of resources that children could access to do quieter activities in the outdoors or indoors, as they chose. The child minder and her assistant supported children well to develop their independence and thinking skills. For example, when a child said that they thought they needed to walk further to find the picture clue, they listened to the child’s idea and let her find out for herself that she was already in the correct location. They also asked the children open questions which allowed children to formulate their ideas, such as, “Can you explain?” and “What do you think happened?” The child minder used some Welsh with the children, such as working out with them how to say large numbers in Welsh. Although the child minder told us that she had not completed any specific training in play work, she had a number of years’ experience at play settings and understood key principles. For example, she told us that she did not like to ‘interfere’ too much when the children were developing their own play. The child minder gave all of the children individual attention and ensured that their needs were met. For example, when a child said that she was tired when the group were running to the cathedral steps, the child minder stayed with her and encouraged her, taking her by the hand and saying, “Let me help you.”

The child minder effectively promotes children’s play, learning and development and successfully meets their needs.

### **3. Environment**

#### **Summary**

The child minder provides a very suitable environment for the children which includes access to stimulating outdoor play environments. She ensures the environment is very safe, on the whole, and she provides a range of good quality resources as well as natural resources for the children's play.

#### **Our findings**

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

The child minder identifies risks in the environment and eliminates or reduces these.

The child minder had completed risk assessments for the environment and for specific activities which identified risks and the control measures in place. We saw that most of these control measures were in place, although there were two aspects identified in the risk assessments which did not match with what we saw in practice. She updated the safety check on the gas central heating system following our visit and assured us that remarks on the certificate were 'advisories' only. The child minder had contacted the local authority's environmental health department to inform them that she was providing food and followed their guidelines in the 'Safer Food, Better Business' document. The child minder kept her home clean and tidy.

The child minder successfully ensures the safety of the environment, on the whole.

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

The child minder provides varied environments, including a substantial outdoor environment, which meet children's needs.

The child minder provides the majority of the care in the outdoors but children have access to an indoor environment as they wish. She provides a large grassed garden area which children used for ball games, blowing bubbles and planting activities. She also took children regularly to an exciting and stimulating woodland area just off her property which contained a willow tunnel under construction, a mud kitchen, and balancing beams and stepping logs. The child minder had provided a building in her garden, which was referred to as a 'forest shed,' solely for children's play and for eating their meals. This room contained a range of resources which were stored on a low level which children could access independently. The children could also access their personal belongings independently as they were stored on a trolley. The child minder also provided a play room with accessible resources in the main house where she also provided information for parents. The child minder also made good use of the surrounding area and took children on walks and visits to local woodlands, attractions and the beach. Although there were two toilets in the house, the child minder only provided access to one at the time of our visit.

The child minder ensured that the environment was very suitable, on the whole.



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

The child minder provides plentiful resources suited to a range of needs and interests.

The child minder provided many different resources so that children had a choice. For example, children had access to: varied craft resources, including a range of papers, pens, stickers, glue and so on; dolls and accessories; indoor and outdoor play kitchens; balls and outdoor games resources. Many of the resources were new and all the resources that we saw were in good condition. The child minder encouraged children to make good use of natural resources and the children played in the outdoors with mud, sticks, stones, water, flowers and grass and also brought these into the indoors for craft activities. The child minder provided suitable tables and chairs for the age of the children and she also provided suitable beakers for them if they were not using their own drinks bottles.

The child minder provides resources and equipment of a good quality.

## **4. Leadership and Management**

### **Summary**

The child minder is clear about the aims and ethos of her service. She is organised and meets regulations. She is developing an effective system of self-evaluation and planning for improvement and manages staff well. The child minder has strong partnerships with parents.

### **Our findings**

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

The child minder provides most of the necessary information through the statement of purpose and the policies for the service. She has a clear ethos which she shares with staff and others.

The statement of purpose contained most of the necessary information but it did not provide information about the key services of collection from school and the provision of food. The information regarding opening hours was not clear. There were minor aspects of the behaviour policy and the child protection policies which were not wholly correct or could be misinterpreted. The child minder ensured that all parents had access to all policies, which were kept near the entrance of her home and she had also summarised information from some of the policies, such as the complaints policy and put this on display. The child minder had clear aims and a strong ethos of learning through play which we saw in practice. She had asked staff to sign a declaration to show they understood the service's policies and understood that the welfare of children came first at all times.

Leadership is very effective, on the whole.

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

The child minder puts procedures in place in order to review her service and make improvements.

The child minder had been in operation for less than a year and had already put in place a setting development plan which set targets for improvement. The child minder had set targets, such as installing a 'forest shed' in the garden and promoting her business through free trials and she had taken action on these. The child minder had begun gathering views for her annual quality of care review by issuing questionnaires to parents and was developing her ideas about how best to capture children's views. She took prompt action on a number of our recommendations, as can be seen in the 'improvements' section of this report.

Self-evaluation and planning for improvement is developing well.

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

The child minder has suitable processes in place for the recruitment of staff, staff deployment and record keeping.

We inspected the staff files for the service and at the time of the visit, there was some of the necessary recruitment documentation missing. However, the child minder confirmed to us following the visit, that this was now all in place. We also saw evidence that the child minder regularly checked the Disclosure and Barring Service (DBS) checks of the staff through the online update system. The child minder confirmed that she carries out an induction process and ensures that all staff are familiar with policies and procedures. On some of the documentation, it was not clear that it was the child minder who was registered to provide a child minding service. She kept records of the hours of attendance of children and staff, although on a few occasions, the date was not clearly recorded on the attendance records. The records and discussion with the child minder showed that she had a good understanding of meeting required ratios of staff to children, taking into consideration their age and the indoor play space available. The child minder was able to provide all of the information that we requested promptly and documents were kept in an organised manner. The child minder ensured that there was up to date public liability insurance in place and that the car that was used to transport children was insured for business use.

The child minder manages staff and other resources well.

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

The child minder works with parents in order to meet children's needs.

The child minder had sought all necessary information from parents about children's personal details, needs and preferences. She had agreed a contract for the care of each child and had also sought consent for certain aspects of the service, such as the use of photographs on social media and taking children on local trips. The child minder told us that taking account of parents' views was of paramount importance to her and we saw a number of her questionnaires, as well as a completed CIW questionnaire which showed that parents were highly satisfied with the service provided. Comments included: 'I am very pleased we have such an excellent facility available to parents' and 'We cannot praise this fabulous setting highly enough.' The child minder provided information to parents on a noticeboard in her home, through verbal discussion and on the service's social media page.

Partnerships with parents are very effective.

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

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

Not applicable as this is the first inspection of the service since its registration.

### **5.2 Recommendations for improvement**

We made the following recommendations to the child minder:

- Ensure that when there are more than ten children in attendance, they have access to two toilets;
- ensure attendance registers are clearly dated;
- update the statement of purpose;
- review and update risk assessments;
- update the behaviour and child protection policies to ensure they are fully correct and clear and
- ensure all documentation shows that the service is Teresa James, child minder.

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

This was a full, unannounced, post-registration inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 26 February 2019 for approximately five hours. We:

- inspected a sample of documentation and policies;
- observed the care being provided by the child minder and her assistant;
- spoke to the children, the child minder and her assistant;
- read six questionnaires which parents had completed for the child minder and one completed CIW parent questionnaire.

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

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

## About the service

Type of care provided	Child Minder
Registered Person	Teresa James
Registered maximum number of places	17
Age range of children	3 years to 12 years
Opening hours	7:30am to 9am and 3pm to 6pm, Monday and Wednesday, during school term time. 9am to 5:30pm, on two or three selected days during selected school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Not applicable as this was the first inspection of the service since its registration.
Dates of this inspection visit(s)	26 February 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> '. However, the child minder used some Welsh vocabulary, such as numbers, with the children. She also employs a Welsh-speaking assistant. The service is situated in a predominately English-speaking area.
Additional Information:	