



# Childcare Inspection Report on

**Jennifer Williams**

**Wrexham**



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## **Description of the service**

Jennifer Williams operates a child minding service from her home in the village of Caergwrle, Wrexham and is registered to care for a maximum of 5 children under 12 years of age. Her service is open from 07.45– 17.30 hours, Monday to Friday although these hours can be flexible to suit parents' needs. English is the main language of the service with some basic Welsh introduced into play and learning activities. The child minder does not provide an 'Active Offer' of the Welsh language

## **Summary of our findings**

### **1. Overall assessment**

The child minder provides responsive care which nurtures children's well-being. She understands her roles and responsibilities in relation to keeping children safe and healthy and has positive interactions with the children she cares for which ensure they feel secure and comfortable. The child minder uses the whole of the ground floor of her home for her child minding business and utilises the garden and local outdoor areas well in order to promote children's development. The child minder operates her service diligently in accordance with regulations and has established positive partnerships with parents.

### **2. Improvements**

This is the child minder's first inspection since registration with Care Inspectorate Wales (CIW) however the child minder had already identified what had worked well in relation to admissions paperwork and what enhancements were required in implementing these successfully. The child minder had subscribed to an online resource centre and was utilising the resources well in order to monitor children's progress and plan for their next development steps.

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

We made some recommendations in relation to care and development and the environment namely the consideration of safety in some minimal aspects of practice.

## **1. Well-being**

### **Summary**

Children are able to make choices, have fun and are confident their contributions will be listened to. They experience positive interactions from the child minder who makes them feel safe, happy and valued. They are learning to interact well together, sharing and taking turns. They have enjoyable opportunities to learn and develop their independence.

### **Our findings**

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

Children's choices and opinions are well considered.

Children were able to make choices, speak up and express their preferences. For example, we heard the children being asked whether they would like to sing Old MacDonald and then, which animal they would like to be, as each of them was given a mask to wear of various farm animals. Children were listened to. We saw that children were able to choose whether they took their afternoon nap or not and what toys and activities they would like to play with.

Children are provided with care which is nurturing and which encourages them to express themselves.

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

Children are settled and relaxed in the child minder's care.

All children were settled throughout the day. A child arriving part way through the day joined the play without hesitation and knew which toys and activities were available to them. The children were able to form positive attachments with each other and the child minder, cuddling up together on the settee for story time. Children had a sense of belonging, showing us their art work which was proudly displayed on 'Jen's Little Artists' notice board and flopping on the sofa when they wished to rest. They expressed enjoyment in the play activities available to them, giggling and smiling when playing in the den and alongside the child minder.

Children receive thoughtful, genuine and positive care which makes them feel safe, happy and valued.

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

Children interact well and are becoming sensitive to the emotions of others.

Children were beginning to understand the rules of the service and co-operated well with the child minder. They were learning to share and were developing an understanding of turn taking; the child minder asking them gently 'have you finished

with your turn now?' and 'Would you like it back afterwards?' which helped them to develop their understanding. Children took appropriate care of the toys and equipment, playing appropriately and helping to tidy them away once they had finished with them. Children were given opportunities to interact with each other and through visits to local playgroups, also with other children. They were becoming sensitive to the emotions of others, for example the two older children played calmly and quietly aware that the youngest child was asleep.

Children's social development is promoted by the care they receive.

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

Children have fun and enjoy their play which is carefully planned to help them learn.

Children were able to explore their environment freely and engaged positively with the play based activities available to them. They showed curiosity in the wooden claves the child minder introduced to them and skilfully tapped them together to the syllables in each other's names. The children benefitted from a good balance of child initiated play, and opportunities for the child minder to lead the play alongside them. The children enjoyed the child minder's company and smiled openly when they received praise and celebration from her for their efforts, which was frequently.

Children openly expressed enjoyment in the play activities available to them and progress well.

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

Children are able to follow their own interests and are provided with opportunities to develop their independence.

Children were able to express what they wished to do. The child minder had planned activities for the week however the activities completed each day were led by the children's choice. We heard the children expressing they would rather play with the play dough and so this was provided for them. Children learnt and developed confidence through their play, counting the legs on the spider puppet with the child minder, having opportunities for mark making and developing linguistically through the songs and interactions the child minder initiated. The children washed their hands independently before snack, confident in the knowledge that the child minder was on hand to offer support should they need it.

Children feel secure and as a result are confident to try to accomplish tasks for themselves.

## **2. Care and Development**

### **Summary**

The child minder has a sound understanding of what her roles and responsibilities in relation keeping children safe and healthy are. She manages behaviour with positive strategies and in a manner appropriate for the child's stage of development. The child minder understands how to promote children's development and actively aims to meet their individual needs.

### **Our findings**

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

The child minder understands and implements her policies and procedures well to ensure children remain safe and healthy.

The child minder had a secure understanding of her safeguarding responsibilities and knew how to implement her policy should she have any concerns about a child in her care. She has procedures in place to ensure children are collected safely and a record of any visitors to the premises is kept.

The child minder promotes healthy lifestyles for the children by encouraging them to spend time outdoors and being active. She provided the children with healthy and nutritional food and snacks and helped the children to develop an understanding of where their food comes from. For example, one child had brought some apples with her from her trees at home which the child minder spoke to the children about before cutting up for all the children to enjoy at snack time. The child minder could consider reading the Welsh Government's guidance 'Food and nutrition in childcare settings' to further enhance her practice and keep her knowledge up to date.

The child minder has up to date paediatric first aid training meaning that she would have the skills to deal with any first aid emergency appropriately. She had kept a detailed log of an existing injury, with the paperwork having been complete thoroughly. There had been no accidents or incidents to date to report on. We saw that children were not always fully secured into the high chairs. We brought this to the child minder's attention and recommended that 5 point harness fittings be used to prevent any falls from a height.

The child minder had considered other ways she may need to keep children safe and had sourced information on 'share aware – keeping children safe online.'

The child minder promotes healthy eating and keeps thorough records to ensure children are kept safe however, some procedures require reviewing in order to keep children safe.

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

The child minder has a calm, caring and nurturing approach when interacting with the children.

The child minder used positive strategies when managing interactions. For example, the child minder was heard to remind a child gently ‘we stand on the floor and sit on the settee.’ The children co-operated well with the child minder as she was fair and consistent in her approach giving reason for her desired behaviours and frequently celebrating the children’s accomplishments. The child minder knew the children well and understood their preferences and individual routines, for example, she recognised one child’s non-verbal cues and passed them their comforter before settling them down for a sleep. The child minder acted as a good role model for the children, modelling positive play using a calm voice and gentle tones and thanking them for helping to tidy away the toys.

The child minder is a positive role model and her manner encourages positive interactions.

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

The child minder considers and plans in advance, activities the children will enjoy and which will help them learn and develop.

The child minder had collated information about children’s preferences, hobbies and interests from parents before beginning to care for each child. She utilised this information skilfully to ensure children had a sense of belonging and could follow their individual interests. For example, one child’s favourite colour was purple; the child minder had taken the children on a walk along a street in the local community where there were purple doors and flowers to spot. The child minder described how they had talked about things which were purple and had discussed what the purple flowers smelt like. During lunch time the children spoke of the tomatoes they had grown during the summer months with the child minder describing further the variety of planting and growing they had done and enjoyed.

The child minder promoted learning through the outdoors and encouraged children to use the natural materials they found within their play. We saw that some conkers had been drilled to thread onto laces, and others had been carefully crafted by the children into the shells for their snail models.

The child minder kept clear developmental records for each child, colouring and dating when the child had achieved each goal and planning for opportunities for the child to reach their next milestone. She had a knowledge and awareness of additional learning needs and knew where to obtain further support should she need it, for example, she had downloaded a copy of the Welsh Government’s Special Educational

Needs Code of Practice for Wales for reference and had attended training on 'Dealing with ADHD'.

The child minder is enthusiastic and committed to ensuring children enjoy their play and progress well whilst in her care.

### **3. Environment**

#### **Summary**

The child minder ensures the environment is secure, safe and clean. She uses the space effectively to optimise opportunities for the children to play and develop. The child minder promotes outdoor learning as part of her philosophy and uses natural resources creatively. The child minder provides sufficient toys and resources which are appropriate and suitable for the age and stage of development of the children attending.

#### **Our findings**

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

The child minder ensures the environment is safe however we made some further recommendations in relation to this.

The child minder ensured the premises were secure, clean and welcoming. The downstairs of the property was well maintained and decorated in neutral and calming colours.

The child minder gave consideration to infection control identifying which toys have been played with and which would require cleaning each week ensuring that each child had an individual hand towel on which to dry their hands. The child minder should consider completing the 'Public Health Wales – Infection Prevention and Control for Childcare settings' audit to further enhance her practice. We noted that the child minder stored gloves and other nappy changing equipment in a storage box which was within children's reach, we have recommended that they are moved and stored out of the children's reach.

The child minder had a daily risk assessment check list which she completed diligently to ensure the environment remained free from unnecessary risks to children.

The child minder ensures the environment is safe and clean for children.

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

The child minder ensures the environment enhances children's experiences.

The child minder used the whole of the ground floor of her home for her child minding business with the children able to move about freely. There is a downstairs bathroom which is easily accessible and additional facilities enable children to develop their independence and self-help skills. The child minder has skilfully utilised every space of her home to encourage children to play whilst still maintaining a homely ambience. For example, she had bought a table cloth which turned her dining room table into an exciting play house for the children and she had used part of her garden fence as a place for musical exploration. The layout enabled children to move from play to rest

with ease and low level storage boxes allowed children access to toys and resources of their choosing.

The child minder provides an environment which enables children to explore freely, rest comfortably and develop their independence.

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

The child minder ensures children are able to access good quality furniture, toys and resources which are suitable for their age and stage of development.

Children had access to tables and chairs which were appropriate to their size and which enabled them to sit together to play. A ‘storage table’ allowed the child minder the opportunity to prepare resources for the children’s use whilst also keeping them out of reach and sight of the children until they were required for the planned activity. Children had access to furniture and equipment to meet their individual age and stage of development. For example, a pushchair was readily available for a younger child to sleep in, as well as a high chair for meal times. All equipment was good quality, in good condition and was clean. Toys and resources were in sufficient quantity; there were farm yard animal masks available for all the children and two play dough toys allowed children to play together.

The child minder provides sufficient resources to ensure all children can join in together and share experiences if they choose to.

## **4. Leadership and Management**

### **Summary**

The child minder manages her service in a professional and organised way. She is yet to formulate her first quality of care annual review however she is reflective of her practices and strives to continually improve her service for the benefit of the children and families using it. She organises her own time well and sets challenging and focused targets for her personal development. The child minder has effective means of communicating with parents and keeping them informed of their child's progress and development.

### **Our findings**

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

The child minder manages her service effectively.

The child minder is well organised, has a clear understanding of her roles and responsibilities in relation to regulation and sets high expectations for herself and the service she delivers. We found the child minder's records were up to date and thorough. The child minder's statement of purpose provided an accurate reflection of the service as we found it to be operating meaning that parents can be confident the service they are choosing is as described. The child minder ensures the children have a positive sense of community by taking them to local playgroups, for outings in the local area and by creating crafts to be displayed in the local church. The child minder told us the most recent had been 'beautiful poppies' for Armistice Day.

The child minder understands her role in managing the service and delivers this successfully.

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

The child minder is reflective and understands the purpose of self evaluation.

The child minder being in the first six months of operation has not yet completed a Quality of Care review however she understood the requirement for her to do this. The child minder is reflective in her practice, describing to us how parents had found the signing of each policy cumbersome and how she had since reviewed her processes asking parents to sign on a single sheet which she felt would be less onerous.

The child minder implements changes to her service well as a result of parent's feedback.

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

The child minder manages resources and the environment well.

The child minder manages her own time well, keeping paperwork up to date and considering ways to enhance children's time with her. The child minder is enthusiastic and keen to deliver the best service she can. She is hopeful of enrolling on a child care course to further enhance her knowledge and practice. She manages resources in a way which ensures children are kept positively occupied and in a way which offers children variety and choice both indoors and outside.

The child minder uses the space she has skilfully to ensure children have a variety of play opportunities.

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

The child minder has established positive partnerships with parents.

The child minder values parents, as partners and has established positive methods of communication which ensure that all parents are kept informed of their child's progress. The child minder uses social media applications to communicate with parents and this has been received positively. The child minder has and is continuing to explore ways in which children's development records can be shared electronically with parents as a record of their child's time in her care.

The child minder works together with parents for the benefit of the children.

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

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

None – this is the first inspection since registration with CIW.

### **5.2 Recommendations for improvement**

We recommended that the child minder should;

- ensure that highchair safety straps are always secure when the child is in the highchair and consider fitting 5 point safety straps to the existing highchair;
- consider storing nappy changing resources (gloves, aprons etc.) out of the reach of children;
- consider completing the ‘Public Health Wales – Infection Prevention and Control for Childcare settings’ audit;
- consider implementing the latest nutritional guidance found within ‘Food and Nutrition in Childcare Settings’ to further enhance current practice.

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

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 12 October 2018 between the hours of 12:05 and 14:35. The child minder was provided with 1 hour notice as the child minder had been out at a playgroup with the children and therefore unavailable during a previous unannounced inspection on 5 October 2018.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of the children's engagement;
- spoke to the children present during the inspection and the child minder and,
- considered the safety and suitability of the environment for the children.

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

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

## About the service

<b>Type of care provided</b>	<b>Child Minder</b>
<b>Registered Person</b>	<b>Jennifer Williams</b>
<b>Registered maximum number of places</b>	<b>5</b>
<b>Age range of children</b>	<b>Birth – 12 years</b>
<b>Opening hours</b>	<b>7:45 a.m. – 5:30 p.m.</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>This is the first inspection by CIW since registration.</b>
<b>Dates of this inspection visit</b>	<b>12 October 2018</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'</b>
<b>Additional Information:</b>	