



Childcare Inspection Report on

Lisa Jones

Wrexham



Date Inspection Completed

17/07/2019

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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

Lisa Jones operates a child minding service from her home in Coedpoeth, Wrexham. She is registered to care for a maximum of 10 children under the age of 12 and she works with a child minding assistant. The service opens Monday – Thursday from 08:00- 17:00, closing for bank holidays and approximately one week at Christmas.

English is the main language of care. This is a service that does not provide the Welsh language 'Active Offer'.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are happy, interact well and thoroughly enjoy their play and learning. The environment is well thought-out, engaging and reflects children's interests. The child minder and her assistant are nurturing and provide responsive care ensuring they meet children's individual needs successfully. Leadership is effective and the child minder works in partnership with parents, other childcare settings and the wider community for the benefit of the children.

2. Improvements

Since the previous inspection, the child minder has bought new toys and resources and re-arranged the playroom. She has also started to track children's learning and development using photographs and observation notes. The child minder has also employed a child minder assistant.

3. Requirements and recommendations

We made recommendations in relation to play opportunities and resources.

1. Well-being

Good

Summary

Children are happy and make choices about their play and learning. They interact well and older children are learning to understand babies have different needs to their own. Children are motivated, enjoy their learning and are developing a range of skills, including independence.

Our findings

Children made choices and decisions about their play and learning, including what they wanted to play with and whom they wanted to play alongside. For example, in the garden children moved freely between the toys and equipment choosing to play alone or with their friends. Indoors, toys of interest were generally set out for the children, but if they wanted others their preferences were listened to. For example, a young child showed interest in a story which was promptly read to the children. We also heard a child ask to make the colour brown during an adult led painting activity. This was respected and the child was provided with a selection of paints enabling them to follow their own ideas and mix the colours.

Children felt very happy and safe at the service. They arrived with enthusiasm and separated with ease from their parents/carers, settling straight to activities. They felt comfortable around the child minder and had developed secure, positive relationships with her. For example, a baby enjoyed being cuddled, laughing as they played a tummy tickling game. A parent/carer we spoke to told us their children 'loved' the child minder and the assistant and they were very happy at the service.

Children interacted positively for their age and stage of development. Older children were learning to play carefully around younger children and they co-operated and shared toys well. For example, they willingly shared the tools in the sand and during snack time and happily chatted to their friends about their favourite zoo animals. Children followed instructions well and tidied up toys as soon as they were asked.

Children were motivated and engaged in their play. They showed perseverance skills when completing tasks such as painting or building with the construction and they thoroughly enjoyed the activities on offer. For example, babies enjoyed crawling around the garden and older children enthusiastically played parachute games such as 'sleeping bunnies' with huge smiles on their faces. Children told us they liked playing at the child minder's house and particularly enjoyed using the iPad.

Children were provided with a range of experiences including some freely chosen opportunities which enabled their all-round development to be promoted. Language skills

were enhanced through stories and number skills were developed through identifying numbers in books, and counting objects such as the wooden blocks. Children developed their independence by doing things for themselves such as putting their plates in the sink after eating, pouring their own drinks and using the toilet independently.

2. Care and Development

Good

Summary

Effective policies ensure the child minder keeps children healthy and safe. Interactions are managed positively with the child minder using a range of successful strategies. The child minder is caring and supportive and plans carefully chosen activities which promote learning and meet children's individual needs.

Our findings

Effective policies and procedures ensured children were kept safe and healthy. For example, children's nappies were changed appropriately and the area disinfected after each use. Children were well supervised and children's arrival and departure times were written down. This ensured all children were accounted for and demonstrated the child minder followed the correct adult and child ratios. The child minder and her assistant had attended safeguarding training; they understood the service's policy and knew how to make a safeguarding referral should they have a concern about a child. Both the child minder and the assistant had attended recent food safety training and we saw they followed effective hygiene practices such as washing their hands before handling food. They also encouraged children to clean their hands before eating and after using the toilet. Brief accident/incidents notes were written in the child minder's diary and shared with parents/carers. However, we reminded the child minder to also note down the first aid action taken. First aid training was up to date and strengthened their knowledge and skills in this area. The child minder provided daily outdoor play opportunities for the children and the food and drink offered was healthy and well balanced. This had a positive impact on children's overall health and well-being.

The child minder and the assistant treated children with respect and were good role models. They were calm, nurturing and handled situations effectively making sure their expectations were clear. For example, at meal times they reminded children to sit down and finish their mouthful before going to play and they successfully supported turn taking during activities such as water play. Positive praise was used well for good effort or when children remembered to use 'please' and 'thank you'. Interactions were managed effectively resulting in children following the rules and behaving well.

The child minder was experienced, caring and responded to children's individual needs effectively. For example, young children were cuddled when waking up from naps and the child minder promptly asked if children were alright when they had hurt themselves. The child minder tracked children's individual development by recording observations and

identified their next steps in learning. We saw a baby was working on pulling themselves up in preparation for walking. The broad range of activities demonstrated the child minder continually organised meaningful, stimulating experiences, which developed learning. In addition to this, children were taken on daily outings to toddler groups and play barns. This had a positive impact on children's social skills, creative development and provided opportunities for them to run around and be active. We recommended the child minder offered more opportunities for children to lead their own learning at home because on a few occasions, our observations showed she guided their play a little too much.

3. Environment

Good

Summary

Effective procedures ensure the environment is safe for children. The children are cared for in an organised, welcoming environment with facilities which meet the needs and interests of the children. Resources are of good quality and the outdoor play area is used successfully.

Our findings

The child minder successfully provided a secure environment for children. Doors were locked as soon as children arrived and children's attendance was recorded so that all children could be accounted for. Written risk assessments ensured potential hazards in the environment had been reduced or eliminated and were reviewed and updated regularly. Outside, there was a designated play area which was enclosed and ensured children were not able to leave the area without supervision. Records showed fire drills were carried out regularly which ensured children and staff understood the procedure should there be an emergency.

The child minder provided a well-decorated, welcoming environment in an organised, purpose built playroom with a range of facilities to enhance children's well-being. For example, a child sized sofa and rugs made the area cosy, children's work was attractively displayed and the playroom had been designed to maximise floor space enabling enough room for children to play and learn. Low-level tables and chairs enabled children to eat comfortably at meal times and a child sized toilet/nappy changing area was located in the playroom. This enabled the child minder to support children's personal needs as well as supervise other children well. Children's belongings were hung on pegs and each child had a personalised mat at meal times. This created a sense of belonging enabling children to feel valued. The environment reflected the needs and interests of the children, with the child minder generally setting resources out for the children. Some toys were stored up high but each box was labelled enabling children to point or ask for additional resources when required.

The child minder provided a range of resources which suited the children's age and stages of development. For example, a beach role-play area had been set up which the children enjoyed and a games console was popular with the children attending the service after school. The outdoor play area was a particular strength. It was given a high priority and stimulated children's interest and imagination due to the wide range of play equipment available. For example, children had access to a role-play house, a chalk board, drainpipes and balls, sand tray and ride on toys. Indoors, a few play materials and books supported ethnic diversity and the child minder celebrated other cultures such as Chinese New Year.

However, offering children a greater range of natural resources would support children's learning of the natural world and would inspire more open-ended play. Resources we saw were clean and in good condition with the child minder cleaning toys daily with more thorough cleaning taking place weekly.

4. Leadership and Management

Good

Summary

The child minder runs her service successfully and works well with her assistant to provide good quality childcare. Effective self-evaluation procedures ensure the service moves forward resulting in positive outcomes for children. Strong partnerships with parents, other childcare settings and the local area improves children's experiences.

Our findings

The child minder was experienced, hard working and ran the service effectively. She and her assistant had a shared vision, which resulted in sustained improvement and good outcomes for children. The statement of purpose was informative and accurately reflected the service provided. The child minder ensured the service complied with all relevant regulations and exceeded many National Minimum Standards.

The child minder had effective systems in place for self-evaluation. Parents and children's views were collected annually through questionnaires and these were taken into consideration when completing the annual quality of care review, which included brief targets for improvement. In addition to written targets, the child minder continually developed her service by ensuring she and her assistant kept up to date with their training needs. She was also keen to learn from others and had installed a drainpipe activity area in the outdoor play area and a sensory board in the playroom as a result of things she had seen at other childcare settings.

The child minder was well qualified and experienced. We saw this had given her the necessary skills to successfully meet the needs of children in her care. Records showed she and her assistant held current Paediatric First Aid certificates and they had both attended safeguarding training and food safety training. The assistant fully understood her job description and was clear about her roles and responsibilities. All adults working and household members living at the address had up to date Disclosure and Barring Service clearances.

The child minder had developed effective partnerships with parents and the community. For example, children were taken on daily outings around the local area, which enabled them to understand they were part of the local community and develop social skills. Strong partnerships had been established with parents as the child minder had cared for their children for several years. She kept parents fully informed regarding their child's time at the service through verbal feedback, daily diaries and through the service's social media page. A parent/carer we spoke to was very happy with care their children received and questionnaires sent out by the service were very positive about all aspects of the service.

The child minder met up with other local child minders regularly. This was valuable because this allowed them to share good practice and support one another.

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:

- offering more opportunities for children to lead their own learning, particularly indoors and
- providing children with natural resources/materials to develop their understanding of the natural world and to inspire open-ended play.

6. How we undertook this inspection

This was a full inspection where the child minder was given short notice to check their availability. One inspector visited the service from 11:45- 15:45 on Wednesday 17 July 2019.

We:

- observed practice and the care being provided by the child minder and the child minder assistant;
- spoke to the children and one parent/carer;
- spoke to the child minder and child minder assistant;
- read a sample of questionnaires sent out by the service and;
- looked at a wide range of records including the statement of purpose, policies, procedures, and children's records.

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	Lisa Jones
Registered maximum number of places	10
Age range of children	0-12
Opening hours	Mon-Thurs 8:00-17:00 including school holidays. Closing for bank holidays and approximately one week at Christmas
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 April 2017
Dates of this inspection visit(s)	17 July 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?	No
Additional Information:	

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