



# Childcare Inspection Report on

**Michelle Williams**

**Lewistown**



**Date of Publication**

**19 December 2018**

**Welsh Government © Crown copyright 2018.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Michelle Williams has been registered with Care Inspectorate Wales since December 2006 and provides a child minding service for up to six children under 12 years of age. The care is provided from the child minder's family home in Lewistown, Ogmore Vale. The service is provided mainly in English, although some incidental Welsh is also used. The child minder provides a full time or part time service Monday to Friday including school holidays.

## **Summary of our findings**

### **1. Overall assessment**

Children receive care from a very nurturing child minder. Children are happy and confident and enjoy their play and learning. The child minder is very enthusiastic about her work and is committed to supporting children's development. The environment is safe, secure and well maintained. Children have free access to a good range of toys, materials and equipment, which encourages them to learn and become independent. The child minder manages her business well. All core training is up to date and records are well organised. The child minder has very good relationships with parents and works in partnership with them to ensure that the children's needs and preferences are identified and addressed. Children and their parents told us that they are very happy with the service.

### **2. Improvements**

The child minder had complied with the requirement in the last report and had updated the statement of purpose.

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

There were no non-compliance notices issued following this inspection.

Section five of this report identifies our recommendations to further improve the service.

We (Care Inspectorate Wales) made two recommendations in relation to policies and procedures.

# 1. Well-being

## Summary

Children express themselves well and are able to make decisions. They feel safe and happy in the child minder's care and interact and play together happily. They have a good choice of activities to support their learning. Children really enjoy their play and are developing well.

## Our findings

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

Children are listened to; they express their views and are able to make choices.

We observed the child minder with five children aged between three and 11 years. We saw that children across the age range had a choice about what to do and they had free access to a good selection of toys, resources and books. Children chose what they were interested in and we saw that they were confident to ask for assistance when they needed it. For example, after school two younger children played with figures and a large doll's house and chatted together and one looked at a book. They all joined in to make Christmas cakes. Younger children asked for help with weighing ingredients and received it. Two older children talked about the cakes they had made last year and one child took charge of reading the recipe aloud for the group. We saw record forms that detailed children's routines and preferences, which included "*What is important to me..*" and "*The best way to support me is..*" Children had also completed questionnaires to have their say about the service; what they enjoyed and what other activities they would like.

Children have a strong voice in this service.

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

Children experience warm relationships with each other and with the child minder.

We saw that children were very familiar with the play areas, materials, activities and the routines. They proudly pointed to their art work and photos, displayed in the hallway, which gave them a sense of worth and belonging. This included a 'family tree' with children's handprints representing the leaves and each child's photo on their handprint. We saw that children were content; they greeted each other and the child minder warmly; and they moved around the house confidently. There was a very relaxed atmosphere throughout the visit. Children approached the child minder readily to chat, ask questions or for reassurance and a cuddle. We saw very caring relationships between the child minder's children and the minded children, who said they were '*one big happy family*'. Children were confident to ask us about the purpose of our visit and were happy to give us their very positive views on the service.

Children feel safe and valued and are very happy.

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

Children are learning the importance of sharing and turn taking.

Children were polite and played well together. We saw that younger children were learning to share and co-operate. For example, children sat together for a cookery activity; they listened as one child read the recipe and instructions; they passed items to each other; took turns to measure ingredients, to beat eggs and to stir them together. Children's behaviour was very good and they mostly remembered to say 'please' and 'thank you'. We saw they obeyed house rules and removed their shoes when they came into the house and helped to tidy up after activities.

Children interact very well with each other and with the child minder.

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

Children benefit and take pleasure in a range of play and learning opportunities.

We saw that children had many free play opportunities in the living room and in the front garden and they were very animated as they played. Children sustained interest in their activities for a suitable length of time for their stage of development. Children smiled and nodded when we asked if they enjoyed coming to the child minder and they told us they 'loved' the toys and activities and playing with their friends. As they played, we heard children count, describe size, smell, colour and texture; and they smiled, giggled and laughed a lot. The diary and photographs showed that children had many other play experiences including adult led activities such as planting seeds, looking for insects and leaves, art and crafts and cookery.

Children thoroughly enjoy their play and learning experiences.

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

Children have good opportunities to learn and become independent.

We saw a good range of toys and materials, arranged so that children could help themselves. There were development records for younger children, which evidenced that they were making good progress in relation to the seven areas of learning: personal and social development, well-being and cultural diversity; language, literacy and communication skills; mathematical development and Welsh language development. We saw that children were confident to choose their play and try new things which supported their development. For example drawing, construction toys, jigsaw puzzles and cookery helped develop their fine motor skills and coordination. We saw children independently removing their car seat

belts, taking off their shoes and coats when they arrived and putting them on to go out. Children used the toilet and washed their hands independently. Children were confident to chat and ask questions. Children had good language skills and communicated well. We heard them use Welsh to count and say colours.

Children are developing very well, they are confident and are becoming independent.

## **2. Care and Development**

### **Summary**

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is effective in keeping children safe and promotes good health. She manages behaviour very well. She knows the children's needs and preferences and provides a good range of appropriate activities to help them learn and develop.

### **Our findings**

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

The child minder has a good understanding of her responsibilities to keep children safe and healthy.

The child minder keeps up to date with Child Protection training and is clear about her responsibilities to report any concerns. She promotes a healthy lifestyle; encourages children to eat healthy foods and drink plenty of water; and to be active. We saw that the child minder obtained the necessary information before the children commenced, including details of any learning, physical, medical or dietary needs and allergies. She demonstrated a very good awareness of all the children's individual needs. We saw good hygiene practice; toys, equipment, the kitchen and toilet were clean and well maintained and there were paper towels and liquid soap for children to use. We heard the child minder say "*Put your hand over your mouth when you cough*" and reminding a younger child to wipe their nose and wash hands. The child minder encourages physical activity outdoors whenever possible. During the inspection, children enjoyed play in the front garden and as we were leaving, they were going to the park across the road. The child minder kept children safe by ensuring that children wore appropriate outdoor gear and that they practised road safety.

The child minder is effective in keeping children safe and healthy.

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

The child minder is a good role model and helps children understand the importance of sharing and being kind to each other.

The child minder took her time and was interested in what the children had to say. She gave children plenty of time to finish conversations and activities and she encouraged children to ask questions, explore and learn. The child minder supported children to talk about feelings by using a poster displayed in the hallway. She set a good example by always asking politely and thanking the children when they took turns and she praised children when they achieved or were helpful. For example, we heard her say "*Who's had a turn?*", "*Who's next?*" "*Oh, that looks just right*", "*Are we being kind?*", "*Try again – you can do it!*" and "*Well done, that's fab!*" We saw that the child minder was firm when necessary and used distraction and

redirection effectively to encourage children to share and take turns. She spoke affectionately, calmly and clearly all the time and children responded by being calm and cooperative.

The child minder manages behaviour consistently and effectively.

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

The child minder knows the children well and provides interesting and stimulating activities to support their development.

It was clear that the child minder had a good understanding of child development and knew the needs, preferences and the stage of development of individual children. We saw that she monitored and recorded what the children liked and their achievements in good detail. The child minder sat alongside children as they played and she asked questions and helped them to develop their knowledge of the world, language, colour recognition, counting skills, fine motor skills and co-ordination. The child minder provided appropriate toys and activities for children of different ages and abilities and children engaged in activities enthusiastically during the visit. The child minder raised children's awareness of different cultures through celebration of different festivals. She promoted the Welsh language through books and conversation. We heard her say '*diolch*' (thank you) and '*da iawn*' (well done); and ask children the Welsh words for sugar, eggs and milk as well as numbers and colours when children were preparing the cake ingredients. The child minder also supported children to learn and develop through visits to local play groups, parks and nature trails.

The child minder promotes children's play, learning and all round development effectively.



### **3. Environment**

#### **Summary**

The child minder ensures that the environment is welcoming, safe and homely; and offers a good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are suitable for children of different ages.

#### **Our findings**

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

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

We saw clear policies relating to health and safety and we saw that the child minder had carried out full risk assessments for the premises and for outings, which identified hazards and control measures; and she had reviewed them six monthly. The child minder kept a record of visitors and asked us to show proof of identity when we arrived. She carried out daily checks on the premises, toys, equipment and the outdoor area, to keep children as safe as possible and ensure that any risks were noted and addressed. We saw that external doors were locked when children were present and there was a safety gate at the bottom of the stairs. The front garden play area was level and secure. We saw that toys and equipment were thoroughly cleaned and sterilised after use; and the child minder had arranged deep cleaning of carpets and the cooker every six months; and an annual test for the heating system. We also saw records of monthly smoke alarm checks and regular fire drills. There were paper towels for children to dry their hands after using the toilet, to prevent cross infection. Accident and incident records indicated only minor issues that were typical of the age and stage of development of the children; and did not raise any concerns about the safety of the premises.

The child minder ensures the safety of the environment very well.

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

The child minder provides a welcoming and stimulating environment that is well maintained.

Children had access to the ground floor of the house, the toilet and the enclosed patio at the front of the house. The environment was bright and interesting with sufficient space and a choice of areas for play, learning and relaxation. Toys and resources were stored at low level in an open area under the stairs and on one side of the lounge to encourage choice and independence; and suited children's different ages and stages of development. We saw the children access toys, books, construction materials, games and dressing up. There was a comfortable sofa on which the children could relax if they wished. The children used

the kitchen area for cookery, craft work and for snacks; and there were different height tables and seating. There was a step available for younger children to reach the kitchen tap for water and also a step for the toilet and wash basin. The front patio provided a safe, enclosed outdoor play area for fresh air, messy play and physical play. In this area, we saw a play house, patio table and chairs; ride on toys, mud kitchen and a hibernating corner. It was decorated for Halloween at the time of the inspection, with an impressive range of spooky figures, spiders, webs and lanterns. Children told us that they had all helped to decorate it.

The child minder creates a stimulating environment for children to play, learn and develop.

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

The child minder has a good stock of toys and materials, which she maintains in good condition.

During our visit, children played with a variety of age appropriate toys and equipment which promoted their all-round development. We saw a good range of play and learning resources, indoors and outdoors. Resources were available in sufficient quantity to ensure children had choice and could play together or independently. The toys and equipment were in good condition and we saw that the child minder had systems in place to check and replace toys and equipment that were no longer suitable or in good working order. We saw photographs and records to demonstrate that the child minder celebrated different cultural and seasonal events with the children, such as Chinese New Year, Diwali and saints' days. There were also toys, puzzles and books reflecting different roles and cultures, foods and houses in different countries, which promoted positive images and a multi-racial society. We saw Welsh language books and materials. There were bi-lingual posters in the hallway and we heard the child minder and children use incidental Welsh.

The child minder ensures that there is a good range of resources and equipment available to enhance children's experiences and development.

## **4. Leadership and Management**

### **Summary**

The child minder is well organised, very motivated and manages her service well. She provides clear information about her service. She regularly reviews the quality of the service she provides using feedback from children and parents. The child minder builds effective partnerships with parents and other child minders.

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

The child minder complies with the regulations and ensures her service is well run.

The statement of purpose was up to date and provided an accurate description of the service. There were detailed records of children's attendance and we saw that the child minder monitored children's progress and planned suitable activities to meet their needs. Policies and procedures were easy to understand and were child focused. We saw that the policies and procedures had been added to and updated when necessary. For example the child minder had information on the Prevent Duty (which relates to anti-terrorism and radicalisation) and she had drawn up a new policy on General Data Protection Regulation (GDPR policy) and had circulated it to all parents. Parents were satisfied with the information they received about the service and about their children's progress. We saw that parents had signed their contracts; various permission forms and they had signed to indicate that they were aware of the policies and procedures. Although the complaints policy and procedure met NMS 19, it did not meet all the requirements of the regulations as there was no information about concurrent investigations.

Leadership is very effective.

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

The child minder plans for improvements based on feedback from children and parents.

We saw that the child minder had given annual questionnaires to parents and had also asked them to find out younger children's opinions on the service and any changes they would like to see. During the inspection, we observed the childminder gaining children's views by asking them what they wanted to do; observing what they enjoyed and how they reacted; and giving the children time and space to make decisions. There was an annual report on the quality of the service for June 2018, which summarised the responses, outlined the achievements over the previous year and included plans for the future. The feedback was very positive; and parents said they were very happy with the service and activities on offer. The child minder had provided places to children funded by the Flying Start scheme and linked activities to the Foundation Phase's 'seven areas of learning' for children. We saw photographs and records of activities for many activities and cultural events. We saw

detailed records of observations for pre-school children showing what progress had been made, which area of learning had been evidenced and the next steps.

The child minder has good systems for evaluating the quality of the service and planning for improvements, which benefit the children.

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

The child minder is well organised.

She was able to locate all the records and documents we requested very promptly. Records were up to date and in good order; and we saw that the child minder had obtained all the necessary consent forms from parents. Children's attendance was recorded accurately in the daily diary along with a record of visitors. There were clear records for public liability insurance, car insurance and MOT, training, health and safety and Disclosure and Barring Service (DBS) checks and the child minder ensured that they were all updated when required. We saw that the child minder and all household members over 16 years of age had current DBS checks. The child minder's training in food safety; child protection and paediatric first aid were up to date. The child minder attended child minder network meetings, to keep up to date with news and local changes. Since the last inspection, she had attended additional training to improve her practice such as 'Prevent' training and Data Protection training to improve her practice.

The child minder manages the service and her professional development well.

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

The child minder has very positive partnerships with parents and other child minders.

The child minder has very positive partnerships with parents. We talked to the child minder and looked at the diary of events and records for children. We found that the child minder worked very closely with parents to meet children's needs. As well as talking to parents each day, she kept them well informed through emails and texts; and by posting information on a notice board in the hallway of her home. The child minder was registered with the information commissioner's office and ensured that electronic information was stored securely and shared appropriately. She recorded the younger children's activities and progress in daily diaries that were shared with parents, who were invited to contribute and add more information. We saw from records that the child minder had worked closely with parents to support language development, potty training, social skills and positive behaviours. Parents were very happy with the service and confirmed they were kept well informed about their children's progress and any issues; including messages from school. They described the child minder as '*flexible*', '*reliable*', '*amazing*' and '*excellent*'. Parents said, "*We are extremely happy. Michelle goes above and beyond and I mean it*", "*It's like a home from home*" and "*I'm happy because I know (my child) is safe and happy*". The child minder had good links with other child minders in the area and arrangements to provide

emergency cover if necessary. She also met with child minders at other venues, which enabled the child minder to support children's learning and development in other environments; to discuss issues and share good practice and to give the children opportunities to meet others.

The child minder has developed effective partnerships which benefit the children.

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

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

At the previous inspection, we notified the child minder she was not compliant with the regulation relating to **Statement of Purpose - Regulation 15** because the statement of purpose required updating and did not contain all the required information. During this inspection we saw that the child minder had reviewed the statement of purpose and made required changes, including the name of CIW. The statement of purpose included all the information required under Regulation 15 and NMS 1.2. The requirement has been met and the service is compliant.

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

- review the complaints policy and procedure to ensure it includes details of concurrent investigations and the correct the name for CIW; and
- ensure that the correct name for Care Inspectorate Wales and the correct telephone number is on policies and procedures when they are next reviewed.

## 6. How we undertook this inspection

This was a full inspection, looking at all aspects of the service, undertaken as part of our normal schedule of inspections. We used the following methods:

- we looked at what we already knew about the service including the last inspection report and self-assessment documents completed by the child minder;
- one inspector visited unannounced on 18 October 2018 for just over 3.5 hours; and arranged a second visit on 24 October 2018 for 1.5 hours after school; so that we could see children across the age range;
- we spoke to five children, two parents and the child minder;
- we viewed the parts of the premises and garden used for child minding;
- we observed children and the child minder in the home and garden;
- we looked at a range of records and documents including contracts, the statement of purpose, daily diary, children's records, parent contracts, risk assessments, accident records, policies and procedures and the service's quality of care review report for 2017;
- we read through comments made in parent questionnaires given to the child minder;
- we spoke with the child minder about how she ran the service and her plans for the future; and
- we gave feedback on our findings to the child minder after the inspection.

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	Michelle Williams
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	7.30am – 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 October 2015
Dates of this inspection visit(s)	18 + 24 October 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 - this is a service that does not provide an 'Active Offer' of the Welsh language. It does not routinely anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words ... follow-on strategic framework for Welsh language in social care'.
<b>Additional Information:</b> The child minder promotes the Welsh language through Welsh language books, bilingual posters, songs and using some basic Welsh during activities.	