

# Childcare Inspection Report on

**Alyson Jones**

**Gower**



**Date Inspection Completed**

09/05/2019

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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

### Summary

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

#### 1. Overall assessment

Children are safe, happy and feel valued because the childminder places a high importance on their holistic wellbeing. They are comfortable and confident to develop their social and independence skills in an environment that is non-judgemental and promotes personal development. Children have a wide range of engaging opportunities indoors and out because the child minder includes the children's opinions and interests when planning activities. Whilst the child minder is confident in her leadership and her knowledge of the requirements upon her service, planning the children's next steps for educational learning could be improved.

#### 2. Improvements

The child minder has completed a quality of care review.

The play room has been redecorated and new furniture and additional resources have been provided.

The child minder has updated her safeguarding knowledge by familiarising herself with the "Prevent Duty" which places a responsibility on adults to prevent people from being drawn into terrorism.

#### 3. Requirements and recommendations

No non-compliance issues were identified during this inspection. Recommendations to achieve improvements are detailed at the end of the report.

# 1. Well-being

**Good**

## Summary

The child minder ensures children have a voice because she values and acts upon their opinions and interests. Children cope well with separation from their parents because they are settled at the service and have a sense of belonging allowing them to feel safe, happy and valued. Children are mostly polite, using good manners and generally displaying good behaviour. They have a good range of experiences that contribute to their holistic development and have opportunities to develop self-confidence, pride and independence by being supported to do things for themselves.

## Our findings

Children expressed their wants and needs confidently; choosing the toys and resources they wanted to play with or suggesting trips they could go on after school and during the holidays. Children chatted freely with the child minder and each other. They told us they could talk to the child minder if they were worried or sad but were most pleased that the child minder listened to what they wanted for tea and they received meals that they requested and liked. Children's verbal and non verbal requests were responded to by the child minder, ensuring that all children's attempts at communication were valued. Children start to develop positive attachments with the child minder before they attend the service, through a planned settling in period; this allowed them to settle in gradually before attending without their parents. Children's likes and dislikes are gathered and appropriate information is discussed openly so the children, as well as the child minder, get to know each other. Communication is at the child's individual level allowing all the children to communicate and participate in discussions. Children were familiar with the daily routine, the younger children were excited to collect the older children from school and when the older children arrived home, they hung their belongings before going to play in the play room. Children of all ages played together and the older children helped the younger children to participate in activities. They were kind to one another and knew the behavioural expectations upon them although, they did require reminding about appropriate behaviour by the child minder on one occasion but responded with appropriate manners. The children enjoyed the good variety of activities on offer and concentrated for an appropriate amount of time. They had the freedom to explore the indoor area although they required supervision to go outside. Younger children developed their independence skills by learning to put on their coat and shoes and being supported to go to the toilet independently. Positive praise and reinforcement from the child minder ensured that all the children felt a sense of accomplishment when they tried something new or succeeded with something they had persevered to achieve.



## **2. Care and Development**

**Good**

### **Summary**

Safeguarding is prioritised at the service and the child minder has a good understanding of her responsibilities to protect children ensuring children are kept safe and healthy. The child minder has a good understanding of the behaviour management policy and consistently implements positive behaviour management strategies to provide children with a consistent message about what is acceptable and unacceptable and the reasons for this. Whilst a commitment has been made to provide a broad range of children's play and learning activities, more assessment and planning for the next steps in children's learning is required to enable the child minder to support the children's individual needs.

### **Our findings**

The child minder has sound policies and procedures in place and demonstrates a good understanding of these to keep children safe. The child minder implemented her policies well and understood her responsibility for safeguarding children's welfare, including 'prevent duty'. We discussed several safeguarding scenarios and the child minder responded confidently and appropriately. She had obtained relevant consent from parents to maintain the children's health and safety such as administering medication, receiving emergency medical treatment, trips away from the premises, taking and sharing photographs of the children and applying sun-cream. The child minder had undertaken appropriate mandatory training and implemented her knowledge at home; a first aid kit was kept in the kitchen and out of the children's reach and the premises was clean with good hygiene practices because the child minder followed appropriate infection control procedures. The child minder follows the behaviour management policy and consistently implements positive behaviour management strategies, ensuring children are treated fairly and are aware of boundaries. She explained to a child why their behaviour was unacceptable and what they could do as a more positive alternative. Children were given time to be active, play and learn outdoors and have fun but they can also relax when they feel tired or overwhelmed. One child displayed signs of tiredness and the child minder encouraged them to have a nap. Having tried to soothe the child to sleep the child would not settle so the child minder responded to the child's cues and brought the child back to play a little longer. The child minder plans fun learning activities for children and assesses their ability and progress but these are not recorded therefore it is difficult to plan the next steps for their development.

### **3. Environment**

**Good**

#### **Summary**

Children are kept safe because the child minder ensures that the environment is generally secure and well maintained indoors and out. The premises are welcoming, warm and accessible. Children can freely explore most of their environment, which helps them develop a sense of security and a feeling that the service is a home from home. Children engage well and develop skills because they can access good quality and a broad variety of age-appropriate furniture, toys and equipment both indoors and outdoors which stimulate the children's interest and imagination.

#### **Our findings**

Most areas were organised and well maintained. The child minder had completed general risk assessments, fire-extinguishing equipment was available, evacuations regularly undertaken and liability insurance was in place. Safety gates restricted entrance to areas where children required supervision; safety latches secured cupboards that contained hazardous substances such as cleaning fluids and the child minder locked external doors. Satisfactory infection control procedures were in place, which helped minimise risks to children's health whilst in her care. The indoor layout used for minding was on one floor allowing children to develop their independence skills by freely moving from room to room and using the toilet with support or independently for older children. Children chose to gather in the play room after school, which had recently been renovated. Children of all ages could easily access the good range of indoor toys and resources as they were stored at child height. Comfortable furniture was available for children to relax and suitable child sized tables and chairs or booster seats and high chairs were used for the children to sit together at the dinner table, ensuring mealtimes were a pleasant experience. Whilst there was a concrete outdoor area leading directly from the rear of the house, it was only possible to access the extensive grassed area and good selection of outdoor toys via steep concrete steps. Whilst there were safety gates to secure them, it reduced the children's independence and access to the garden, as constant supervision was required for all children when they were outdoors. However, children do have interesting outdoor play and experiences as both the children and the child minder informed us that they regularly go out in the local area, walking to local sights of interest, taking trips to the beach or playing in the park. The children told us of a trip they had enjoyed taking during



the recent school holidays, an “adventure” to Llanelli coastal path and said they were looking forward to planning more trips in the longer summer holidays.

## **4. Leadership and Management**

**Good**

### **Summary**

The child minder has a definite vision for the service that she shares with others, allowing parents to make informed decisions about the care she provides and whether it is suitable for their children. Most of the required records are well kept, organised and available when required. Children's individual needs are met because the child minder has good relationships with parents and they have developed appropriate information sharing systems. Additionally, children have friendships with people outside of the child minders home as the child minder has created positive connections with people in the local community.

### **Our findings**

The child minder had an up to date statement of purpose which suitably reflected her service, this was shared with parents and prospective parents for them to understand her outlook towards caring for their children. However, CIW had not received the most recent update to her statement of purpose. The child minder was mostly compliant with regulations and ensured that she maintained her and the families Disclosure and Barring checks as well as her training. There was a system for self-evaluating her service although, this could have been improved by including children's views. Having discussed this with the child minder she promptly undertook a short quality of care review which included the children's opinions. Parents are kept informed of their children's progress through good communication and engagement systems. She utilised verbal feedback and the use of 'what's app' for most feedback but would additionally provide written information for children under a year old. A parent told me that she was "very pleased" with the care provided and that her child had "settled really well". In order to ensure children know their local community the child minder attends local groups but predominantly works with another local child minder. The Children said they enjoy going out together with the other children and the child minder told us that the other child minder is her emergency cover and because the children are familiar with her they approach her happily and confidently.

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

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

None

### **5.2 Recommendations for improvement**

- Keep a written record of observations of what children can do and use these to help plan the next steps for their play, learning and development.
- Notify CIW of any changes to the statement of purpose.

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

This was a full inspection undertaken as part of our normal inspection schedule. The inspection was carried out by one inspector and took approximately 4 hours on 9 May 2019. Feedback was provided to the child minder, by telephone on the 22 May 2019. During the inspection, we;

- made general observations of the care provided and undertook observations;
- spoke to children, the child minder and parents;
- viewed records and documents relating to the service including: policies and procedures, attendance registers (children and staff), children's contracts, concern documentation, staff and children's files and the statement of purpose and
- carried out a visual inspection of the rooms and areas used by the service.

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	Alyson Jones
Registered maximum number of places	6
Age range of children	Birth – 12 years.
Opening hours	07:30 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 September 2016
Dates of this inspection visit	09 May 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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