



# Childcare Inspection Report on

**Emma James**

**Cardigan**



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## **Description of the service**

Emma James has been registered since 2007. She provides care for up to six children under the age of twelve from her home in Llangoedmor, Cardigan. The operating hours are 8am to 6pm Monday to Friday. The languages of care are both English and Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children are cared for by an experienced and caring child minder. Children are well settled and have formed positive attachments to the child minder. They are looked after in a safe and stimulating environment with plenty of space both indoors and outside. Parents are very happy with their children's care and the service that is provided. The child minder plans for improvements and manages the service effectively and efficiently.

### **2. Improvements**

The child minder has moved to a new home with a spacious garden.

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

We recommend that the quality of care report is further developed to include more evidence of children's views about the service.

# **1. Well-being**

## **Summary**

Children feel safe, settled and happy at the service. They express themselves confidently knowing their voice will be heard. Children enjoy their play very much. They are learning and developing well and becoming independent.

## **Our findings**

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

Children are listened to and make choices and decisions.

Children had a choice of activities and confidently made their decisions known to the child minder. For example, children asked if they could play playdough or if they could take part in a gluing activity. At snack time, children decide if they wanted Paw Patrol plates or Mickey Mouse plates. Children confidently chose what fruit they wanted for their snack. The children knew that the child minder would react positively to their requests. Children moved confidently from one activity to the next deciding where they wanted to play. After playing for some time one child asked, "Can we have lunch now?" and they were served lunch promptly. Children confidently sought the child minder's attention. For example when playing with playdough one child said, "Look! I've done it Emma." The child minder reacted positively saying "Well done you!"

Children have a clear voice at this service.

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

Children are safe and well settled. They are familiar with the daily routine and have a warm relationship with the child minder.

Children were very familiar with the routines and environment. They knew where to find resources and helped themselves. One child took out zoo animals from a box, named the animals as they lined them up and spoke to the child minder about their visit to Folly Farm. Children woke from their morning sleep happily and cuddled into the child minder as she sat on the floor playing with the other children. Children excitedly chatted to the child minder about their families and what special activity they were going to do in the afternoon session at school. Children approached the child minder for reassurance and cuddles on numerous occasions before returning happily to play.

Children feel extremely safe and valued.

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

Children are learning to manage their behaviour. They share, take turns and are kind to one another.

During a craft activity that involved creating Valentines cards, one child kindly declared that they were making the card for her friend who also attended the service. Children

played playdough and shared cutters and the coloured playdough. They used cutters to create houses. One child created four houses, one for each person present and ensured that everyone felt included. Young children were especially kind to a baby who interrupted their play. Whilst playing blocks a young child happily handed blocks to a baby, who was curious to see what everyone was doing.

Children interact positively with one another.

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

Children enjoy following their own interests and having free choice of activities.

Children confidently got out toys, as they wanted. Young babies happily crawled from one area to the next, exploring their environment confidently. Children concentrated for long periods while playing playdough and whilst taking part in a gluing activity. They smiled with pride when they finished their Valentine heart craft activity. They completed inset jigsaws and named the animals and the sounds they made. A baby happily sat in a ball pool exploring the balls before crawling out and exploring an activity table.

Children thoroughly enjoy their play and learning.

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

Children are developing their skills and learning to be more independent.

Young children independently accessed the resources themselves, getting out toys as they wanted. They independently carried out a gluing activity before wiping their own hands with a wet wipe at the end of the activity. Children tidied up resources and placed them back in the correct places. They put on their shoes, coat and bag to go on the school run. Children were obviously used to the routine as they washed their hands independently before snack and lunchtime. They ate their snacks and lunch independently, with a baby sat in a high chair independently feeding themselves lunch and drinking from a beaker self-sufficiently.

Children are motivated to develop and become independent.

## **2. Care and Development**

### **Summary**

The child minder promotes healthy lifestyles and is effective at keeping children safe. She has policies and strategies in place to promote positive behaviour. The child minder is committed to meeting the individual needs of children in her care.

### **Our findings**

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

The child minder implements safety policies and procedures.

The child minder has a good understanding of child protection procedures and had up to date training. She clearly outlined her response if she had any concerns. She was aware of the duty to prevent children from radicalisation and had a policy in place. The child minder had prepared risk assessments for the indoor and outdoor area as well as days out. She kept records that evidenced regular fire drills and had a fire blanket on the kitchen wall. She had registered with the local food standards agency but did not provide hot food. Children had access to an enclosed outdoor area and visited the local park regularly. The child minder has up to date paediatric first aid training as well as food hygiene training.

The child minder consistently keeps children safe and healthy.

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

The child minder is consistent in her interactions with the children.

The child minder was gentle and patient with the children. She praised the children consistently saying for example, "Well done" when a young child joined in singing a song. Children were well behaved and well mannered during our visit. The child minder gently reminded the children if they forgot to say please or thank you. For example saying, "Did you say the magic word?" Children were involved in creating house rules such as; you must eat at the table and no shoes in the house.

The child minder manages behaviour consistently well.

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

The child minder provides a nurturing and caring atmosphere and is responsive to children's individual needs.

The child minder was caring and affectionate with the children in her care and this was confirmed by parental questionnaires. For example, "We could not ask for a better child minder. My child loves to come to her house" and "I would not hesitate to recommend her to others." The child minder collected information regarding children's likes and preferences prior to them starting at the service. She filled in a daily diary for the children with details about their activities, food and sleep. She kept development records of children's milestones and shared these in the daily diaries so that the

parents could share in their children's achievements. She promoted the Welsh language by singing Welsh songs, naming colours and reading Welsh books. The child minder took every opportunity to promote children's development for example, using mathematical language by referring to Valentine hearts as big and small and counting blocks in Welsh and English.

The child minder plans stimulating activities to promote the children's play and development.

### **3. Environment**

#### **Summary**

The child minder ensures that the premises are safe, clean and suitable for children. She uses the living room and kitchen for the majority of her child minding. Children have access to a large enclosed outside garden.

#### **Our findings**

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

The child minder keeps the premises safe, clean and tidy.

The child minder kept records of all visitors and ensured that the doors were locked. The premises were clean, comfortable and well maintained. The child minder had risk assessed all areas used by the children and she kept records of all safety checks. Monthly fire drills were carried out and recorded. A fire blanket hung on the wall of the kitchen. She stored cleaning equipment in a cupboard to which the children had no access. The outside area was enclosed, with the gates locked using bicycle locks.

The child minder operates effective procedures to keep the environment safe.

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

The premises are welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access toys and resources. An adult sized table was used for snacks and lunch and to carry out craft activities. Babies sat in highchairs that were in good condition. Potties and steps were available for the children and paper towels used to dry hands. The children had access to a large outside area. The children did not play in the garden during our visit due to the inclement weather.

The environment is well suited to children.

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

The child minder ensures that children have access to suitable equipment and resources.

The child minder ensured that toys were clean and in good condition. The living room contained a wide range of toys to suit the age range cared for. The toys included for example; games, books, jigsaws, dolls, buggies, various vehicles, garage, blocks and ball pool. There were also plenty of materials available for craft activities. Equipment such as highchairs and car seats were in good condition. The outside area had a selection of equipment which were in good condition and suitable for the children to play with. For example, a football goal, ride on cars, slide, picnic table and balls.

The child minder consistently ensures that the resources and equipment are of good quality.



## **4. Leadership and Management**

### **Summary**

The child minder is motivated and clearly enjoys looking after children. She maintains the required records and documentation and has good organisational skills.

### **Our findings**

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

The child minder creates a positive ethos whereby children feel valued. She provides an up to date statement of purpose that reflects an accurate picture of the service provided.

The statement of purpose was clear, informative and provided an accurate picture of the service. The parents confirmed they were very happy with the information they received about the service. All required records and documents were in place and well organised. The child minder obtained all necessary forms from parents such as personal information and contracts, and emergency medical consent. Parents and the child minder signed accident and incident logs. The child minder kept appropriate medication records which included the dosage and time medication had been given prior to children attending the service. The child minder had a range of policies and procedures that focused on meeting the children's needs such as child protection and positive behaviour management.

Leadership is good.

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

The child minder has systems in place for reviewing her service and values feedback from parents.

The child minder provided questionnaires to parents asking for their feedback on her service. Feedback from parents was very positive with comments such as "We could not ask for a better child minder", "She is reliable and the children love coming here." and "My children speak positively about their time with Emma and really enjoy the arts and crafts." The latest quality of care report noted the benefit of networking with other child minders and planning activities around themes such as Chinese New Year and St. David's day together. Children's feedback about the service was very positive including their enjoyment of arts and craft.

The child minder appropriately evaluates her service.

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

The child minder has appropriate childcare experience and qualifications.

The child minder has up to date training in safeguarding, paediatric first aid and food hygiene. She has also attended courses such as language and play and number and play. The child minder and all household members over the age of sixteen had valid Disclosure and Barring Service (DBS) certificates. The child minder had a valid public

liability insurance certificate and all car documents were correct. As a service that offers flying start placements, the child minder works closely with outside agencies such as health visitors.

The child minder is well organised in the management of her business.

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

The child minder works closely with parents and other child minders and attends toddler groups in the community.

The child minder had a positive working relationship with parents and provided a daily diary of events for the children in her care as well as daily verbal feedback. The child minder met up with a number of child minders in the local area to share ideas and good practice, as well as organising events and allowing children to socialise. She took children regularly to toddler group and the local library ensuring children remained a part of their community. She also regularly took children to the local soft play and park. The child minder told us that she takes the children on visits to local attractions such as Folly farm, St Dogmaels Abbey, Cardigan Castle and the local wildlife park.

The child minder has a very positive partnership with parents and the wider community.

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

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

None

### **5.2 Recommendations for improvement**

We recommend that the quality of care report is further developed to include more evidence of children's views on the service.

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

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to confirm availability. One inspector visited the service on the 29 January 2019 for approximately 5 hours. Feedback was given over the phone at a later date. We;

- inspected a sample of documents and policies
- observed care and practices, and
- spoke to the child minder, children and parents.

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	Emma James
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	8am to 6pm Monday to Friday
Operating Language of the service	English and Welsh
Date of previous Care Inspectorate Wales inspection	20 September 2016
Dates of this inspection visit(s)	29 January 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	Yes. This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	