



Childcare Inspection Report on

Julia Mosley

Welshpool



Date of Publication

Manually Insert Date

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Description of the service

Julia Mosley is registered to provide care for a maximum of ten children under the age of 12 years of age. The service is located in the child minder's home in the village of Berriew on the outskirts of Welshpool in Powys. The service operates Monday to Friday from 8am to 6pm. English is the main language used. However, Welsh is promoted through simple words and phrases.

Summary of our findings

1. Overall assessment

Children are cared for by an experienced child minder, who values their feelings and encourages them to make their own decisions. She works closely with parents and carers, enables children to form strong bonds with her, and promotes their friendships with each other. Children are therefore able to feel secure and happy. They enjoy a suitable variety of activities and experiences, which promote their learning and development. Appropriate measures are in place to ensure the environment is safe and secure. The child minder manages the service professionally.

2. Improvements

In line with the recommendations made at the previous inspection:

- Risk assessments and policies are revised, amended as necessary and dated, and
- Food hygiene and child protection training have been updated.

3. Requirements and recommendations

No requirements were identified on this occasion. We recommended that biscuits are not offered to children for snacks to help reduce the intake of sugary foods, in line with the new Welsh Government guidance for childcare services on healthy food and drink.

1. Well-being

Summary

Children's well being is promoted and they enjoy their time at the service. Many of the children have attended since babies. As a result, they have formed strong bonds of affection with the child minder and good friendships with each other, enabling them to feel comfortable and secure. The children's views and feelings are valued and they are encouraged to make their own choices and decisions. The child minder knows their preferences and understands their needs. As a result they learn through play and receive warm and attentive care.

Our findings

1.1 To what extent do children have a voice?

Children can make choices and express their views. The child minder listens and responds to their wishes.

Children were able to express their needs and their views and ideas were valued. For example, they were encouraged to make their own decisions about what 'job' they would like to do in preparing afternoon snack. They were offered appropriate tasks, which the child minder knew they would enjoy, such as washing the fruit, chopping the vegetables and setting the table. During free play, they had easy access to a suitable range of resources and were confident to ask for additional resources. For example, a child requested the 'etch a sketch' which was promptly brought out. Children could move freely throughout the lounge and downstairs areas. They were confident communicators and happily chatted to each other, the child minder and us.

Children are listened to and have a strong voice.

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

Children are secure and relaxed with the child minder.

We saw the children present had forged good relationships with the child minder and each other, and were settled and happy in her care. They approached her easily for reassurance and support, and enjoyed lots of cuddles and individual attention, especially on waking after a sleep. After school there were a total of nine children present between the ages of two to twelve years. We heard conversations between several children and the child minder, about their family and things they enjoyed doing. This demonstrated the child minder knows them well and values the relationship. The children had lots of smiles and laughter when playing, showing they were happy and comfortable being cared for by the child minder.

Children are provided with care, which ensures they feel safe, happy and valued.

1.3 How well do children interact?

Children's interactions are appropriate for their age and stage of development.

Children had exceptionally good interactions with each other. We heard them chatting together and with the child minder in a relaxed, friendly manner. All played together and it was positive to see how the older children took special care of the younger ones, helping to finish a puzzle or offering to read them a story. Children shared all the resources and readily took turns. Children were confident and happy to speak with us, telling us what they enjoyed doing.

Children interact well and are forming successful positive relationships.

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

Children enjoy a variety of interesting toys and resources, which encourages their curiosity and development.

We saw children were active, positively occupied and stimulated. They had the opportunity to learn new skills such as making pictures with interesting resources. Other children set a large track up for toy cars and trains, developing this further playing with selection of small world items and construction toys as their imaginative game developed. Children engaged the child minder in their play but were also confident to play on their own. One child told us they enjoyed playing with the 'etch a sketch' and relaxing with their friends, just playing together after a busy day at school.

Children have a variety of play equipment outdoors, ranging from a mud kitchen and playhouse to ride on toys. Photographs of activities throughout the summer months evidenced that outdoor play was a priority for the child minder to ensure children developed their physical skills. Children can easily access the outdoors through a patio door from the lounge which means they move freely between the indoors and the outside.

Children enjoy their learning through interesting, suitable and age appropriate play opportunities.

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

Children's all round development is promoted, and they are able to practise their self-help skills.

Children were confident and knew the routines well. They were given opportunities to develop their self-help skills to a level that was appropriate for their age and stage of development. For example we saw them successfully manage their own lunch, using cutlery and cups to drink from, and put on their coats, fastening their zips with a little help before going to school to collect older children. They responded well to the child minder as she demonstrated how they could wash their hands, before preparing snack. They copied her with big smiles on their faces as she praised them for their efforts, which gave them encouragement and boosted their self esteem. Older children told us how they encouraged

the younger children to read by listening to them practice their home work after school, especially when they progress and they have been given a new book.

Children are provided with interesting developmental opportunities to develop skills, which promote and support their learning and independence.

2. Care and Development

Summary

The child minder is clear about her role in keeping children healthy, safe and well and has suitable policies and procedures in place to support appropriate practice. She demonstrates a commitment to updating her knowledge and training. The child minder meets children's individual needs successfully, promotes their self-esteem, and treats them with warmth and respect. She provides a good range of activities and experiences that she knows the children will engage with which promotes their learning and development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder knows how to keep children healthy and safe.

The child minder had updated her training such as paediatric first aid and safeguarding. This ensured she could deal with any accidents appropriately and knew how to keep children safe. When asked, she understood the steps to follow should she have concerns about a child. Accident and incident records had been completed, and been brought to parent's attention by being recorded and signed in acknowledgement. The child minder ensured fire drills were recorded and conducted at suitable intervals to make sure children knew what to do if they had to leave the premises in an emergency.

The child minder requests families to supply their own packed lunches, but offers children a healthy snack, with water or milk to drink. Fresh drinking water was readily available to keep children hydrated. We viewed a record of the menu which confirmed snacks are in accordance with healthy principles. We saw some children helped to make their own pizzas which were served with a variety of fresh vegetables, olives and pieces of fruit. However, during the afternoon one of the children kept asking for biscuits, which the child minder responded to. We recommended that biscuits are replaced with suitable, healthier alternatives in order to improve oral health in line with the new Welsh Government guidance for childcare services on healthy food and drink.

The child minder promoted good hygiene practices and ensured children washed their hands after using the toilet and before eating.

The child minder keeps children safe. Overall, she promotes healthy eating.

2.2 How well do practitioners manage interactions?

The child minder manages interactions in a kind and patient manner.

Children experienced appropriate, responsive care from the child minder. She listened and showed respect to the children. We saw consistent, realistic boundaries were well

established, such as leaving the school premises holding hands, and being vigilant when crossing the road, reinforcing road safety rules. The child minder was patient and calm with the nine children present and dealt with their needs exceptionally well. The child minder joined in with the younger children's play to encourage them to take part in the first instance then drew back when they were participating and having fun with others. The child minder has a patient and gentle manner with children. We saw she spoke to them calmly, and supported them with lots of praise, smiles and encouragement. Through positive responses the children understood the routines and were happy to follow the simple rules such as taking turns and helping each other. This encouraging, supportive approach also enabled the children to feel good about themselves and increase their self-esteem, and made them feel valued. They were not hurried when eating or getting ready to go out to collect others from school, and there was a relaxed atmosphere. We saw no unwanted behaviour. It was evident the child minder manages behaviour positively, in line with her policies and procedures.

The child minder uses her knowledge and skills effectively to promote positive interactions.

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

The child minder provides an appropriate range of activities and gives warm and sensitive care to help promote children's development.

We saw children's individual needs, routines and preferences were followed and through our discussions with her the child minder showed she knew all of the children very well, many of whom had attended since babies. For example, we saw the child minder supporting a child to complete a puzzle, matching colours and counting; another child was helped to use scissors to cut shapes to make a picture. The child minder had photographs of the children at play, and had used these to complete learning journals for the younger children, and scrapbooks for the older children, to show their progress and achievement. The child minder has a flexible approach and is child led. She also plans regular activities and outings, walking locally and further afield using the bus, which the children thoroughly enjoy. This ensures children are busy with a good variety of play and learning experiences. Toys and equipment were plentiful and easily accessible to children. After lunch one of the children was tired and child minder offered them to relax on the sofa and watch a short program on the television. Due to our presence, the child was reluctant to do so. The child minder offered the child a cuddle and a story as a suitable alternative. This shows the child minder is sensitive to each child's individual needs and preferences. The child became refreshed and then resumed playing.

The child minder is knowledgeable about the children in her care and meets their needs very well.

3. Environment

Summary

The child minder takes appropriate measures to ensure her home is safe and secure and suitable for child minding. There is sufficient space and facilities to meet the needs of the children. The child minder ensures children have access to good quality appropriately sized furniture, equipment and toys and materials that are appropriate and suitable for their age range and stage of development. The home provides a child centred environment, which is clean and comfortable. Policies and procedures are clear and detailed, and suitable written risk assessments are in place.

Our findings

3.1 How well do leaders ensure the safety of the environment

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

A checklist is followed to help ensure that the home is safe and any hazards identified so they may be dealt with promptly. Suitable measures are in place to keep children safe and the front and back doors are kept locked so children cannot leave the home unsupervised. To improve this further, we recommended that the key to the front door is kept out of reach of the children; the child minder took immediate action and placed the key on a high hook.

Suitable written risk assessments were in place, which covered all aspects of the service. Appropriate safety measures, such as safety gates on the stairs, are used. The indoor environment was clean, brightly decorated and well maintained. The rear garden was safe and enclosed making it a suitable place for children to play.

The child minder implements suitable measures to ensure children are kept safe.

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

The environment is well maintained by the child minder and provides a comfortable and welcoming space for the children.

The child minder ensures children have use of a spacious sitting room with patio doors leading to a secure, well maintained outdoor area. We saw this had plenty of equipment and ample space for children, including a paved area for messy play, riding trikes and ball games. There is also grassed area and decking for general play. Children can enjoy messy play activities such as painting, or eating together, in the kitchen diner where they can sit either at the large table, at age appropriate child sized tables, or in highchairs. In the sitting room activities and resources are easily accessible and are also laid out on mats on the floor and on low tables. Children are able to move around freely and enjoy different activities. They can relax on two large sofas. They sleep in travel cots or in a buggy if

preferred in the dining area of the kitchen. The kitchen is clean and suitable for preparing snacks and meals.

Information for the child minder and parents/carers is displayed on walls throughout the hall and kitchen diner. This includes the registration certificate, weekly planners, routines and menus. Children's work is displayed, along with photographs and thank you cards making the environment informative, child friendly and welcoming.

The environment is warm and child centred so children can feel secure.

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

The child minder has an appropriate variety of toys, games and books for all age ranges, which are clean and well maintained.

We saw there was a range of play materials, which provided plenty of opportunities for children to engage in a variety of play. For example, we saw children enjoying creative arts and crafts, educational games, a cooking activity and chalking in the garden. The child minder told us she regularly purchased new toys and equipment and made sure there was always something different to play with. She also rotates toys according to seasonal interests and events and to maintain children's interests. When new resources are brought out they are checked to ensure they are safe for use. The resources available are clean, of good quality and easily accessible to children both indoors and outdoors.

There are measures in place to ensure the continued suitability of resources and equipment.

4. Leadership and Management

Summary

Leadership is effective. The statement of purpose, parent handbook and policies and procedures give parents/carers a comprehensive picture of the service. The child minder is motivated and keen to provide a service that benefits the children in her care, and implements improvements in line with children's changing interests. Parents are kept well informed about their child's achievements, daily activities and progress.

Our findings

4.1 How effective is leadership?

The child minders leadership of the service complies with regulations and national minimum standards.

We found the statement of purpose was up to date and accurately reflected the child minding service. This enabled parents to make an informed decision about the care they choose for their children. Policies and procedures were in place and dated when they were reviewed.

We saw the child minder had clear contracts agreed with parents/carers setting out the expectations of both parties and permissions for activities and outings, the taking of digital photographs and precautions such as the administration of sun cream. Parents/carers sign to acknowledge they have read and understood the policies and procedures provided. We examined registration forms, which contained updated medical and emergency treatment consent forms. This demonstrated that records are up to date and effective and record keeping is organised and well maintained. The attendance register is kept up to date with accurate arrival and departure times, and a current public liability certificate is in place.

Effective leadership ensures the service operates smoothly on a daily basis and the child minder is committed to providing a good service.

4.2 How effective is self evaluation and planning for improvement?

The child minder reviews and evaluates her service and plans for future improvements.

The child minder was enthusiastic and caring, ensuring that the children enjoyed their time with her. The child minder had completed a review of her service; we saw evidence that the views of parents and children had been sought. She was reflective and considered her practice to see how she could improve. She had purchased new outdoor equipment and resources for indoor play as a result of the suggestions children had made about their interests.

Changes are made which improve the service.

4.4 How effective are partnerships?

The child minder works closely with parents to promote their child's well being.

The child minder ensures she understands each child's needs, likes and dislikes before they start at her service and works with parents/carers to ensure that the children settle in at their own pace. Parents' comments on questionnaires, and thank you cards received by the child minder, evidence how they appreciate the daily chats, feedback, photos, and art work they receive. The child minder has good links with the local schools where she drops off and picks up minded children daily.

There are good communication systems in place with parents and other professionals.

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 that the child minder does not offer biscuits to children to help reduce the intake of sugary foods in line with the Welsh Government guidance for childcare services on healthy foods and drink.

6. How we undertook this inspection

This was a scheduled, full inspection looking at all aspects of the service, undertaken as part of our normal schedule of inspections. The inspection was carried out by one inspector over one day. We used the following methods to gather evidence for this report:

- We observed activities and interactions between the child minder and children present;
- we looked at a range of records and documents including contracts, the statement of purpose, children's records, daily feedback, registers and policies and procedures;
- we viewed the parts of the premises used for child minding and looked at the safety measures in place;
- we accompanied the child minder and minded children to drop off a child for the afternoon pre-school nursery, and later in the afternoon to collect children from school;
- we spoke to six of the nine children present;
- we spoke with one parent collecting their child and examined three parent questionnaires in relation to how the service operates and improvements to consider in the future if any, and
- we provided feedback to the child minder about the findings of the inspection.

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	Julia Mosley
Registered maximum number of places	10
Age range of children	Up to 12 years
Opening hours	Monday to Friday 8am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 October 2015
Dates of this inspection visit	7 November 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?	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 <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:None	

No noncompliance records found in Open status.