



Childcare Inspection Report on

Heulwen Jones

Cilgerran



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Description of the service

Heulwen Jones has been registered since 2008 and operates from her daughter's home in Cilgerran, Cardigan. She works in partnership with another registered child minder Stephanie De'ath. She provides care for up to ten children under 12 years when working with Stephanie De'ath. The hours of operation are 7am to 7pm Monday to Friday. The language of care is both Welsh and English.

Summary of our findings

1. Overall assessment

Children enjoy a wide range of interesting activities. They are happy and well settled and have a strong voice. The children benefit from a child minder who is kind, patient and gentle. The environment is safe, clean and comfortable. The child minder has sufficient administrative skills and her documents and records are appropriate.

2. Improvements

The child minder has;

- created wooden steps with hand rails so that all children can access the trampoline;
- purchased new garden equipment including swing;
- purchased new double buggy and
- built a garden shed to store toys and equipment.

3. Requirements and recommendations

We made some recommendations in relation to the statement of purpose and training. These can be found at the rear of the report in 5:2.

1. Well-being

Summary

Children are well settled and have made strong attachments to the child minder. They initiate their own play and enjoy their play experience. They have a strong voice and express themselves confidently. They interact well with other children.

Our findings

1.1 To what extent do children have a voice?

Children confidently expressed themselves and know they will be listened to.

Children were constantly making decisions on their actions and activities. They decided what they wanted to play and moved confidently to get the toys they wanted. For example, Children happily played with Peppa pig toys before deciding they wanted to play with the dolls and buggy. They turned to the child minder and confidently declared, "I'm going shopping. I am going to buy bananas and strawberries." They asked for assistance when needed, for example to go to the toilet. No matter how many times the child asked to go to the toilet the child minder reacted positively and escorted them to the toilet. Children were confident that their requests would be met with a positive response.

Children have a clear voice.

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

Children are settled and feel at home.

Children were very familiar with routines and the environment. They knew where to find resources and helped themselves. They got out jigsaws and role play clothes, as they wanted. They chatted happily to the child minder about the children they like to play with when being cared for by the child minder. They relaxed on the sofa as they had a drink and snack. They sang along to the Christmas music contentedly as they played. Children approached the child minder for reassurance and cuddles on numerous occasions. They stepped naturally into the child minder's lap as she sat on the floor. They refer to the child minder as "Mamgu."

Children feel extremely safe and valued.

1.3 How well do children interact?

Children are relaxed in their interactions.

Young children confidently explored their surroundings. Children played positively alongside each other, enjoying each other's company. They happily shared resources whilst playing Peppa pig toys. When a child accidentally pushed Peppa's house onto

the floor another child piped up saying, "Let me help you!" They picked up the house from the floor placing it near their friend. Children took turns to walk Peppa pig characters up the stairs of the house and took turns to push the doll around the room in a buggy. They shared resources such as role play shoes and bags.

Children interact positively.

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

Children enjoy following their own interests and have time to relax.

Children explored their environment freely and confidently got out resources, as they wanted as well as asking the child minder for toys. Children played imaginatively for a prolonged time. For example, they put on role play shoes, filled their handbag with a mobile phone, purse and money and took their doll shopping. They smiled as the child minder commented, "Waw ! Look at you!" They asked for a box of squigz toys and spent some time sticking them together and building structures such as bridges. They completed number and inset jigsaws independently. They smiled happily and were very proud of themselves after completing the jigsaws.

Children thoroughly enjoy their play and learning.

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

Children are making good progress and are confident to try new activities.

Children took part in activities that promoted their development. For example, they were able to complete number jigsaws. Young children confidently counted to ten and named farm animals and the sounds they made. They had opportunities to practise their fine motor skills with pencil and crayon work as well as fitting Peppa's ladder to the bunk bed. The children attend toddler group and another child minder brings her children to the service contributing to the children's social skills. Children were encouraged to roll up their sleeves, wash and dry their hands independently. They have the opportunity to practise their gross motor skills in the garden and local park however, we did not see them playing in the garden during our visit.

Children are motivated to develop and become independent.

2. Care and Development

Summary

The child minder manages interactions calmly and leads by example. She is familiar with the individual needs of the children in her care and promotes their development. The child minder promotes a healthy lifestyle and sufficiently keeps children safe.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implemented appropriate safety policies and procedures.

The child minder had a good understanding of child protection procedures and had up to date training. She clearly outlined her response if she had concerns. She told us she carried out monthly fire drills in conjunction with the child minder she worked in partnership with. They did not record the dates of the drills. However, children were obviously used to carrying out fire drills when the child minder alerted them with a whistling toy elephant that she used as an alarm. She had up to date paediatric first aid training. She promoted healthy lifestyles with outdoor play an integral part of the service and regular visits to the local park.

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 a good role model as she was gentle and patient with the children. She sat on the floor with the children and constantly chatted to them at a level they understood. Children behaved very well during our visit. They made requests politely and always thanked the child minder. One child did not want to tidy up. The child minder patiently and calmly explained that pieces of the jigsaw would go missing if they did not tidy up before moving on to the next activity. The child reacted positively to the child minder and helped tidy up the jigsaws. The child minder reacted positively to the children for example, when a child went to the toilet she said, "You are so grown up. Well done!"

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 provides a nurturing and caring atmosphere and is responsive to the children's individual needs.

The child minder was caring and affectionate with the children in her care. Parental questionnaires confirmed this. For example, responses simply included "We love you!" The child minder knew the children well and was responsive to their needs. She collected information regarding their likes and dislikes prior to their start. She responded to young children nonverbal clues. For example, she recognised that a woollen jumper was causing discomfort and changed the child into more comfortable clothing. She wiped children's noses as needed. She knew children's preferences such as not wanting to put on role play clothes. She recognised when one of the children needed the toilet. She spoke confidently about the preferences and routine of the children in her care. She did not keep formal records of children's development. However, she was able to discuss confidently the additional needs of the children in her care and the measures she had taken to enable them to access all resources. For example, she, in conjunction with the child minder she worked with, had built wooden steps with handrails leading up to the trampoline.

The child minder effectively promotes children's play and development and meets their individual needs.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for children. She uses the conservatory to look after children. 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 premises were secure as the door to the conservatory was kept locked and the garden was fully enclosed. The child minder kept a record of visitors in her diary. Premises were clean, comfortable and well maintained. Confirmation of this was in the parental questionnaires stating for example, "House always clean and tidy." The child minder had basic risk assessments in place for the areas used by the children. She had installed safety equipment such as gates at the entrance of the kitchen from the conservatory and a fireguard around an electric heater in the conservatory. She regularly checked the smoke alarms and a fire blanket was located on the kitchen wall.

The child minder operates acceptable 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. Confirmation in parental questionnaires included statements such as, "Range of toys is good. Plenty of space for children to play." The premises were clean, warm, comfortable and well decorated. Children had access to a large enclosed garden with equipment such as trampoline, slide, swings, basketball hoop and ride on toys. A new shed housed resources such as sandpit, swing ball and double buggy.

The environment is highly suitable for children attending a home based child care service.

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

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

Toys were clean and in good condition. The conservatory contained a wide range of toys and equipment to suit all age ranges. Children could easily access resources. There were plenty of materials available for art and craft activities. There was a broad

selection of equipment and resources for both indoor and outdoor play. The child minder cleaned the toys regularly and replaced broken toys. Equipment such as high chairs, changing mats and steps to access the toilet and sink were in good condition. Equipment such as potties, buggy boards were available and used when needed.

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

4. Leadership and Management

Summary

The child minder clearly enjoys looking after children. She generally maintains the required records and documents and has good organisational skills. She has good partnerships with parents.

Our findings

4.1 How effective is leadership?

The child minder has sufficient records which comply with the national minimum standards for regulated childcare for children up to the age of 12 years, such as policies and procedures and various children's records. However, areas for improvement were noted.

The child minder had a statement of purpose that contained the required information to meet regulations, however, it was not up to date. The child minder no longer works from her own home but works from her daughter's home and this should be reflected in the statement of purpose. Parents confirmed in the questionnaires that they were happy with the information they received regarding the service. All required records and documentation were in place. The child minder obtained all necessary forms from parents such as personal information, contracts and signatures on accident and incident forms. The child minder had numerous policies and procedures that focused on meeting the needs of the children in her care, such as a child protection policy and positive behaviour management.

Leadership is adequate.

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 and children.

The child minder issued questionnaires to parents asking for their feedback on her service. Feedback from parents was positive. Children's questionnaires noted that they enjoyed playing in the garden on the trampoline, playing football and being with their friends. The quality of care noted improvements such as building a shed to store toys, building steps to the trampoline enabling all children regardless of their disability access to the trampoline and a new double buggy.

The child minder evaluates her service appropriately.

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

The child minder has appropriate childcare qualifications.

The child minder had up to date training on safeguarding and paediatric first aid however, her food hygiene certificate had lapsed. She had a valid public liability insurance certificate in conjunction with her daughter. She and all adult household members had current Disclosure and Barring Service (DBS) certificates in place.

The child minder is sufficient in the management of her business.

4.4 How effective are partnerships?

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

The child minder had a positive working relationship with parents and provided daily verbal feedback. The child minder worked alongside another child minder and shared good practice. Another child minder visited once a week so that all their children were able to socialise and take part in craft activities. The child minder took children regularly to toddler group in the community ensuring the children remain part of the community.

The child minder has a 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 the child minder;

- updates her statement of purpose to reflect that she works from her daughter's home and
- undertakes food hygiene training

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 check for availability.

One inspector visited the service on 14 December 2018 for a total of 4 hours. Feedback was given over the phone at a later date. We:

- inspected a sample of documents and policies; observed practice; and spoke to children and child minders

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Heulwen Jones
Registered maximum number of places	10 in conjunction with child minder Stephanie De'ath
Age range of children	0-12 years
Opening hours	7am to 7pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	28 May 2015
Dates of this inspection visit(s)	14 December 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?	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:	