

Childcare Inspection Report on

Gwenllian James

Neath



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Description of the service

Gwenllian James registered with Care Inspectorate Wales in August 2010 and can care for up to 10 children. She provides care from her home in the Neath area between the hours of 8.30am and 5.30pm, Monday to Friday. English is the main language used with some incidental Welsh.

Summary of our findings

1. Overall assessment

Children are happy and enjoy their play at this service. They receive care from a nurturing and enthusiastic child minder. The child minder knows the children in her care well and encourages them to choose what they want to do and play. The environment is safe and secure. The child minder carries out her business in an organised manner.

2. Improvements

The child minder has developed the outdoor area.

3. Requirements and recommendations

We made some recommendations during the inspection and they have been included at the back of this report.

1. Well-being

Summary

Children are settled and happy and enjoy their time at the service. They benefit from a range of interesting and exciting activities and play experiences. They express themselves confidently and have a good voice. They play happily together and interact well with each other and the child minder.

Our findings

1.1 To what extent do children have a voice?

Children confidently express themselves and know they are listened to.

Children constantly expressed their wishes and made choices. This included freely choosing how they spent their time. One child wanted to look at the 'tap tap' box before circle time and was able to do so. Children chose if they wanted juice, water or milk mid-morning. One child wanted milk and she had the choice of warm or cold milk to which she replied 'warm please'. Children wanted a story and chose a book of their choice.

Children are flourishing and have a strong voice.

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

Children feel safe and relaxed and have positive attachments with the child minder.

The children felt safe and happy to attend as they were calm and settled. Children enjoyed chatting animatedly together and with the child minder, which showed that they were keen to share information with others. During story time, children explored the characters' emotions as they showed how the characters were feeling through using the faces provided. Children were also very aware of their own feelings. During the 'tap tap' session, each child opened the box in a sequence and shared nicely and showed respect for each other.

Children are well settled, happy and relaxed. They have formed strong bonds of affection with the child minder.

1.3 How well do children interact?

Children are confident to co-operate and take turns and share. They have close bonds with each other.

Children played together happily and shared the toys with each other. During a game of animal dominoes, the children took turns and the oldest child helped the younger child select and place the correct dominoes. When talking about other children and who would, and would not be attending that day, the child said, "that's sad as I won't see X today". This

clearly demonstrated that the children enjoyed one another's company and had formed close bonds.

Children interact positively at the service and comply well with rules of socially acceptable behaviour.

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

Children enjoy playing together and learn through their imaginative play.

During the inspection, children were engaged in role play. Children made cups of tea and cakes for child minder. They started singing happy birthday to the child minder and imaginatively blew the pretend candles. One child told another 'Blow'. They then discussed how old they were.

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.

We saw children taking part in different activities, which promoted their development. For example, children practised their fine motor skills and hand-eye co-ordination when playing with grippers and picking heart shapes up and placing them in the corresponding coloured bowls. The children took a great interest in circle time and were very engaged with the 'tap tap' box and the singing session. This helped to encourage their vocabulary. The child minder regularly took children on trips to the local park and country park. She also planned many activities at the house. Children were beginning to do things independently such as washing their hands by themselves. Children demonstrated a good vocabulary and their literacy and numeracy skills were developing.

Children are developing well and their independence is promoted.

2. Care and Development

Summary

The child minder is a highly motivated and enthusiastic practitioner. She promotes healthy lifestyles and is effective at keeping children safe. The child minder plans stimulating and exciting activities and involves children in the process. The child minder manages interactions consistently and calmly. Children's needs are met and regular discussions happen between the child minder and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her role and responsibilities in relation to keeping children safe. The child minder provides opportunities for children to promote children's physical activities.

The child minder ensured that the premises was secure and the doors were locked. The child protection policy included relevant details and the child minder had a satisfactory understanding of her role and responsibilities in relation to child protection. She practised good hygiene procedures to keep the children safe and offered regular physical activities to promote their health. The child minder provided balanced, home cooked meals and a range of healthy snacks including fruit and vegetables.

Children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder interacts positively with all children and is kind and very calm.

The child minder listened to children when they made attempts to communicate and spoke with them at eye level. She used every opportunity to praise positive behaviours and celebrate achievements such as, when a child used new words or coloured in a picture "that's right, well done" "fantastic!". The child minder's calming nature reflected on the children's behaviour as they were all interacting well.

The child minder manages behaviours consistently and efficiently.

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, understands their needs and keeps parents well informed about their child's progress.

The child minder had received information about the children from their parents before they had started. They included a comprehensive all about me information sheet and detailed children's likes, dislikes, sleep patterns, toilet training, favourite toys/games and allergies. The child minder planned a broad range of interesting and fun activities to promote children's development, which included regular trips out to dance classes and the park. The child minder demonstrated her understanding of child development and used every day scenarios to further promote their literacy and numeracy development. For example, she referred to the numbers on the clock at a stage appropriate level in order to develop children's understanding of time. The child minder used incidental Welsh and children's skills were developing well. We saw individual development records for each child with dates of observations when children had achieved the skill. The child minder planned interesting and stimulating activities to promote the children's development and celebrated festivals and events such as St David's Day and Valentine's Day in the planning. The child minder provides a nurturing and caring atmosphere and is responsive to the children's individual needs.

3. Environment

Summary

The environment is safe, clean and secure and impacts positively upon children's well-being. The garden has recently been developed and although children do not currently access this area, the child minder ensures that they access the outdoors on a daily basis through other means.

Our findings

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

The child minder ensures that the premises are safe, clean and suitable for the children. They have access to the living area of the kitchen, lounge, playroom and garden.

The child minder had arrangements in place to ensure the environment is safe and secure. Basic risk assessments were in place and the child minder made visual checks of all indoor areas before allowing children to play. The heating system had been serviced in September 2018. A first aid box was available in the kitchen and the child minder carried laminated emergency contact numbers and permissions in the event of an emergency. The child minder had a fire evacuation plan in place and she practised fire drills every 4 months. Kitchen cupboards were fitted with child locks, which protected children from accessing chemicals. A safety gate was in place to separate the kitchen area from the living area. The child minder ensured that the toys and resources are deep cleaned every holidays and after an outbreak of infection. There was a hand dryer in the toilet for children to safely dry their hands.

The child minder ensures that all areas of the property are very safe

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

The child minder provides a welcoming and well-maintained environment. The indoor and area provide spacious and child centred facilities that meet the needs of the different age groups of children attending.

The child minder ensured that the premises indoors were welcoming and child friendly. There were many colourful displays including colours and days of the week. Children had access to a broad range of toys and equipment to enhance their overall development. Children also had access to the large family dining table and used booster seats and highchairs. Children were able to access the toilet independently. Many toys and resources were within easy reach for the children and at child level. Some boxes were labelled.

The environment is very suitable for children.

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

The child minder takes care of all resources and ensures that they are good quality and suitable for children.

The child minder had an appropriate stock of good quality toys and equipment, which are suitable for the children's needs to encourage creativity, imagination and overall development. The children had access to a wide selection of resources such as books, musical instruments, train tracks, construction blocks, jigsaws, cars, craft materials and role-play resources. The resources were clean and age and / or developmentally appropriate.

The child minder offers a wide range of good quality resources and equipment.

4. Leadership and Management

Summary

The child minder is suitably organised and very motivated. She maintains the required records and documentation. She complies with regulations and national minimum standards. The child minder manages the service well and has a system in place to review the service.

Our findings

4.1 How effective is leadership?

The child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records effectively.

The child minder had a statement of purpose in place which was clear, informative and provided an accurate picture of the service. There was a good range of policies and procedures. All of the required children's records, permission forms and documentation were fully completed and were well organised. A children's register was maintained and included arrival and departure times. A valid public liability insurance certificate was available, as well as current and valid car documentation.

Leadership is good.

4.2 How effective is self-evaluation and planning for improvement?

The child minder is keen to obtain feedback and to improve the service provided.

The child minder had produced a detailed quality of care report for 2018. She had developed the garden in order for children to have access to further play and learning opportunities outdoors. She used questionnaires to gain parents views and suggestions to improve the service and also had some feedback from children. The feedback was very positive and complimentary of the service with parents commenting that they appreciated the good communication and the fact that she took children to the park and playgroups.

The child minder is committed to listening to feedback and make improvements to her service if needed.

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

The child minder manages her business very professionally and obtains the necessary checks.

The child minder had ensured that suitability checks, such as disclosure and barring service (DBS) checks, had all been obtained for herself and another household member. The child

minder is suitably qualified and all her core training certificates were up to date. The child minder was very organised. All paperwork and documentation was up to date and easily accessible. The children's attendance records showed that the child minder worked within her conditions of registration by caring for no more than 10 children.

The child minder manages her business effectively to ensure good outcomes for children.

4.4 How effective are partnerships?

Parents are kept informed and updated.

Policies were made available to parents and the statement of purpose provided a clear picture of the service provided. All of the required child records and documents were in place as well as all of the required consents from parents. The child minder kept parents informed through a mixture of verbal feedback, texts and social media. All feedback we received from parents was positive. The child minder encouraged the children to have an awareness of the local community for example, through visiting playgroups, a gymnastics group and the park.

The child minder has developed good partnerships with parents.

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:

- records children's contributions to the planning.
- provides labels on the storage boxes;
- keeps a record of visitors;
- further promote the incidental use of the Welsh language;
- familiarises herself with the new food and nutrition guidelines; and
- Provides children with more opportunities to develop their independence skills.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector carried out an unannounced inspection to the service on 12 February 2019. We gave feedback over the phone on 15 February 2019.

We:

- had discussions with the child minder about her service;
- observed the children and the care which they received;
- looked at a wide range of records including children's records, the child minder's Policies, safety records, and the statement of purpose and
- inspected the premises

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	Gwenllian James
Registered maximum number of places	10
Age range of children	Under 12 years old
Opening hours	8.30am-5.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 June 2015
Dates of this inspection visit(s)	12 February 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. However, the child minder does use incidental Welsh on occasions.
Additional Information:	

No noncompliance records found in Open status.