



Childcare Inspection Report on

Jennifer McBeth

Pwllheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Jennifer Elaine McBeth operates a child minding service from her home in Criccieth and is registered to care for a maximum of 10 children under 12 years of age. Her service is open from 07.45– 18.00 hours, Monday to Friday although these hours can be flexible to suit parents' needs. The child minder does not provide the Welsh Government's Active Offer of the Welsh language; English being the language spoken with some basic Welsh introduced into some play and learning activities.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder and she knows them well. The clean and welcoming environment means children settle quickly into play and feel relaxed. Outside in the enclosed garden and through regular walks and outings, children are able to explore the world around them. The child minder understands her role and responsibilities and has positive relationships with parents and the wider community.

2. Improvements

Since our last inspection, improvements include;

- Updating the rear garden to provide children with more opportunities to enjoy activities in the fresh air;
- the child minder has attended several courses to keep her abreast of current practices; and
- purchasing new resources for the children's benefit.

We have received the following written information from the child minder as improvements made since this inspection;

- Labelling low level storage boxes and activity signage bi-lingually (Welsh and English)

3. Requirements and recommendations

We made recommendations to further improve practice in relation to developing the children's progress records and formally recording the new arrangements for collecting children from school.

1. Well-being

Summary

Children enjoy a wide range of activities both indoors and outside where they learn new skills and are happy. Children have choice and strong relationships with the child minder and plenty of opportunities to develop and grow.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

Three young children were being cared for and knew their preferences were respected, such as deciding for themselves when they had enough to eat and drink at lunch time. Children led their own play, hiding a toy and pretending it was lost asking 'where is Teddy?' They smiled when asked 'we don't know, where is Teddy?', before retrieving the toy and laughing. Children confidently approached the child minder for a cuddle or for reassurance and were responded to straight away. Children knew the child minder understood their needs and what they were saying as she spoke to them in their preferred language of English.

Children have opportunities to express themselves and know what they have to say is understood and respected.

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

Children are well settled and feel safe, happy and valued.

Children had settled well and formed positive relationships with the child minder, her family and each other. They played with a balloon with the child minder's son, put their hands out for a cuddle from her husband and sat on her knee when they were tired. A parent told us her child had settled well since starting in September. Children felt a sense of belonging as they were familiar with the daily routine, for example when it was time to eat, the younger ones were only too happy to be strapped safely into high chairs.

Children's well-being is supported by the strong and close relationships they have with each other and the child minder.

1.3 How well do children interact?

Children interact well with the child minder.

Children listened to instruction and, when asked, picked the colouring pencils off the floor and put them back in the colouring basket, enjoying the praise for helping. Children played nicely together and with a little prompting at times, shared resources well. One of the children enjoyed entertaining friends and the child minder with a game of everyone guessing where her dummy was. Although the child was asked 'where', it was several moments before the child (with a smile) produced the dummy which she had hidden in the highchair beside her. Although a simple game, it was enjoyed and celebrated by all, it demonstrated the child was becoming sensitive to the emotions of others and wanted to make everyone laugh.

Children from an early age are developing a strong understanding of how to behave socially.

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

Children gain a sense of achievement through their play and learning.

Children had fun whilst they played, for example they enjoyed making the child minder's husband 'jump' when they hid their faces and then said 'scare', delighting in his reactions. Although still young, children were already learning to count and identify colours, one child proud to find a 'yellow' pencil and two joining in with the child minder when counting. A child smiled as the child minder sang one of her favourite songs, joining in with the words and actions. Children had been using Autumn leaves for a craft activity before we arrived and were waiting for these to dry before they painted them. Children enjoyed a range of play events during the year and photographs of them participating in beach and 'wood' activities evidenced they had plenty of opportunities to extend their learning outdoors.

Children enjoy their play and learn through the interesting and varied activities available to them.

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

Children follow their own interests and are learning skills of independence.

Children were successfully learning skills of independence such as eating their own food and choosing their own items of play. One child, without prompts, fetched his personal items and put his bag on his back ready to go home as his parent chatted to the child minder. Both surprised the child had managed the task quietly on his own. Children learned good physical skills by spending time in the fresh air and eating and drinking healthily. They

learned valuable social skills through attending a range of child focused community events such as a weekly song time group and raising money for a national charity in the Big Toddle sponsored walk. Children had lots of opportunities to develop their language and were heard having many conversations with each other and the child minder.

Children are developing their independence and learning a range of different skills through their daily routine and the activities available to them.

2. Care and Development

Summary

The child minder ensures children are kept safe and she promotes healthy lifestyles. She has genuine and kind relationships with the children and knows them well. She encourages positive interactions and is a good role model. The child minder provides a variety of activities and meets children's individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes healthy practices and keeps children safe.

The child minder understood what to do should she have any safeguarding concerns relating to a child as outlined in the written policy. She held a current Paediatric First Aid qualification enabling her to administer first aid in the event of an emergency. Risk assessments had been completed showing the child minder paid regard to safety. Regular emergency fire drill exercises were practiced so children knew how to safely exit the premises in an emergency. The child minder promoted good health as we saw she provided children with home cooked fresh foods with water to drink. Although Public Health Wales' Infection Prevention and Control guidance's nappy change policy was not entirely followed at inspection, this was successfully addressed at the time. As a result, the child minder is now fully aware of how to manage cross infection in relation to changing nappies.

The child minder is proactive in making sure children's health and safety are paramount.

2.2 How well do practitioners manage interactions?

The child minder models positive behaviour well and treats children with respect.

We observed a child centred home with nurturing care delivered at the children's level. We found the child minder followed her behaviour management policy, promoting positive interactions. She encouraged children to help with tasks suiting their age and stage of development and did not miss any opportunity to praise children for showing good manners or doing something well. She gently encouraged children to share, making sure children understood the reason why, which led to play and learning activities running smoothly and without disruption.

The child minder promotes acceptable behaviour by using positive strategies children understand.

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

The child minder engages positively with children in order to promote their play, learning and development and knows the children well.

The child minder planned a variety of play and learning activities which enabled children to develop different skills both inside and outdoors. For example, she had organised gardening activities outdoors and involved the children in sowing seeds and growing vegetables. Planned activities indoors promoted children's imagination and learning, such as role play, construction and craft work. For example, plans were already in place to make 'bat' masks for Halloween and for the children's Big Toddle they had made animal masks. Children's individual routines and preferences were followed showing the child minder knew them; she comforted them when they were tired and made sure she followed their dietary requirements. The child minder gave parents a photographic account of their child's time in her care when they left which depicted their learning mile stones and progress. However, the child minder could look at recording her observations of the children at play to plan for their future learning and development.

The child minder provides children with a good range of interesting and stimulating activities.

3. Environment

Summary

Children are provided with a clean, secure and welcoming environment. The child minder provides a selection of well maintained resources which promote children's play and learning. The layout of resources promotes children's independence.

Our findings

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

The child minder provides a safe and secure environment for children.

The environment was clean, well maintained and we found the premises were secure as the main door was locked and the outdoor area enclosed. Risk assessments had been completed and demonstrated the child minder managed and where possible eliminated risk of harm to children and kept them safe. We saw how the child minder ensured the safety of the environment as safety gates were in position across the stairs, the dog's 'sleep' room and the outdoor gate was locked.

The child minder provides a safe environment for children.

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

The child minder provides a clean, bright and suitable environment for children to play and learn.

Children had plenty of space to move around. The environment promoted their independence with toilet and hand washing facilities on the ground floor, toys and equipment within their reach in the playroom and easy access to the enclosed garden. The child minder ensured the environment was light, bright, clean and welcoming with the layout encouraging children to investigate and explore.

The child minder ensures children are cared for in an environment which promotes their learning.

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

The child minder provides a range of clean and well maintained resources suiting children's ages and stages of development.

We found a wide choice of toys and equipment which were clean and in good repair both indoors and outside. The child minder extended the children's range and variety of resources by recycling materials such as cutting out plastic bottle bases for children to make into poppies to celebrate 'Armistice Day'. The child minder considered how best to promote children's play and learning by making sure resources suited the designated

activity, for example purses were stored in a basket for use near the 'retail' area, next to a till. Children were safely harnessed into highchairs and those wanting to sit on the 'breakfast' chairs to eat their lunch, were well supported.

The child minder ensures resources and equipment support children's learning and development.

4. Leadership and Management

Summary

The child minder has a clear vision for the service and understands her role and responsibilities. She considers and implements positive changes and manages resources well. The child minder has established strong relationships with parents and the wider community.

Our findings

4.1 How effective is leadership?

The child minder has established systems to manage the service.

The child minder's statement of purpose was clear and provided parents with the information they needed in order to decide whether the service suited their and their child's needs. She maintained the required records, such as children's daily attendance and accident and incident records. We found all paperwork neatly filed, including children's personal information and a current insurance certificate meaning the child minder had the required information which met with our standards and regulations.

The child minder manages her service well.

4.2 How effective is self evaluation and planning for improvement?

The child minder evaluates the service and makes improvements.

The child minder had completed a detailed quality of care report, noting parents and children were more than happy with the service. Improvements identified by the child minder to extend children's learning experiences had been put in place for example, the introduction of gardening for the children to learn how to grow plants from seed. Another identified improvement of establishing closer links with schools had also been positively actioned.

The child minder makes positive changes in order to move the service forward and improve outcomes for children.

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

The child minder manages resources well.

The child minder ensured she purchased toys and equipment suiting the children's ages and stages of development. She attended and successfully completed training such as Paediatric First Aid, Safeguarding Children and Food Hygiene, showing she kept abreast of current practices in order to improve her care of children. The child minder told us there had

been a slight change with collecting children from school. As this was a verbal agreement with parents at the time of our inspection, we asked the child minder to record this formally with parents signing to acknowledge the change. The child minder ensured all persons living in the household held current Disclosure and Barring Service clearances as required.

The child minder effectively fulfils her role in managing resources to ensure the smooth running of the service.

4.4 How effective are partnerships?

The child minder has established positive partnerships with parents and the wider community.

Parents, as partners, were kept informed about their child`s well – being as the child minder regularly provided them with details about their child`s time in her care both verbally and written. She collected children from schools meaning she could liaise with the children`s carers and share information with the children`s parents. Parents provided written details about their child before they started, meaning both parents and the child minder worked in partnership to ensure the best care was provided for the child. The child minder took children to parent and toddler groups, the library and on local walks and outings. These experiences helped to extend children`s knowledge of the world around them and enabled them to feel part of the community.

The child minder successfully works together with parents and the wider community for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- None

5.2 Areas of non compliance identified at this inspection

- None

5.3 Recommendations for improvement

We recommended the child minder could;

- Look at recording her observations of the children at play to plan for their future learning and development; and
- formally record an agreement with parents for a change in collecting their children from school.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 09 October 2018 from 11.15 – 14.45 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children and the care they received;
- spoke to the child minder, her family, one parent and the children attending;
- inspected the areas used by children and the resources;
- considered the information received by the child minder in her Self Assessment of Service Statement; Quality of Care Report and Statement of Purpose and
- gave feedback of our findings to the child minder.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Child Minder
Registered Person	Jennifer Elaine McBeth
Registered maximum number of places	10
Age range of children	Birth to 12 years
Opening hours	07.45 – 18.00 hours, Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	09 July 2018
Dates of this inspection visit	09 October 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service does not provide the Welsh Language 'Active Offer' at this time but demonstrates an effort to promoting the use of the Welsh language and culture.
Additional Information:	