



# Childcare Inspection Report on

**Jacqueline Parker**

**Colwyn Bay**



**Date Inspection Completed**

04/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Jacqueline Parker operates a child minding service from her home in Colwyn Bay. She is registered to care for a maximum of 10 children under 12 years of age. Child minding is flexible to meet parental need. English is the main language of the service with some basic Welsh introduced into play and learning activities. The child minder drops off and collects children from a local school.

The child minder does not provide an 'Active Offer' of the Welsh language

## Summary

Theme	Rating
<a href="#">Well-being</a>	Excellent
<a href="#">Care and Development</a>	Excellent
<a href="#">Environment</a>	Excellent
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are happy, settled and content. They know their preferences and interests will be listened to. Children have exceptionally positive interactions with the child minder. Children enjoy their play and learning with plenty of natural materials such as shells and pebbles. The child minder promotes children's play, learning and development exceptionally well using a 'curiosity' approach. Children are cared for in an environment which is clean, secure and highly suitable. Both outdoors, with the secret garden and guinea pig, and indoors are exceptionally well equipped to provide outstanding learning opportunities for the children. Toys and resources are made from natural materials and appeal to the children enabling them to follow their interests and develop their play in a unique way. The premises are safe and records and documentation are well organised.

### 2. Improvements

The child minder has obtained a copy of the nutritional guidance for early years providers and has a new three-week menu and different snack ideas.

The behaviour policy has been updated.

Children's photographs have captions to denote progress and scrapbooks have been introduced for the older children.

Medication forms and contracts have been updated.

The daily diary now contains more detailed information.

### 3. Requirements and recommendations

There are no outstanding requirements or recommendations.

# 1. Well-being

**Excellent**

## Summary

Children are highly motivated to try new activities such as printing and marbling and are clearly excited to play and discover especially outside in the garden. Activities with natural materials contribute very effectively to their development. Children are exceptionally confident in their play. Their creative ideas and suggestions are listened to and they know when they ask, it will be quickly provided or they help themselves. They have highly positive emotional attachments with the child minder and are completely settled in her care. They feel safe, extremely happy and highly valued. Children interact well with each other and enjoy their play and learning together.

## Our findings

Children were exceptionally confident in their play and to ask for what they wanted. They helped themselves to plentiful resources of pebbles, shells and pine cones from natural storage boxes. They were listened to well and took the lead in how they would like to spend their time. For example, when they wanted to have a tea party in the hall with china plates, cups and saucers they were helped to do this. All communication was listened to carefully and highly valued. Children chatted with the child minder and us, showing us their treasure chests and making decisions about their play. Children were confident their preferences would be taken into account and they would be the centre of all the routines.

Children were all extremely settled and relaxed in the child minder's company. They had developed highly positive emotional attachments, which made them feel very safe and valued. Children enjoyed plenty of warm affection and cuddles and had developed a sense of belonging with their creative ideas displayed. They enjoyed care which was very respectful of their needs.

The children co-operated highly effectively with each other and the child minder. For example when having a tea party they shared the cups and saucers and worked together effectively to decide where they should go on the tablecloth. Children played together happily and with enthusiasm, and enjoyed helping to tidy away the toys together before lunch and put resources back carefully.

Children took the lead in their play and were exceptionally positively occupied and they had the opportunity to learn new skills such as gardening and how to take care of the guinea pig. Children are able to play out and discover in any weather because the child minder has a good stock of warm clothes and waterproofs. Children were highly confident to sing and chat to the child minder and us whilst playing freely, as well as concentrating on more specific tasks such as listening to a story and comparing poppies they had seen to those in the pictures in the book. Children made outstanding use of the range of

activities and natural resources which encouraged social, intellectual and language development. For example children have used a 'marbling' technique and printed using flowers and ferns. All were very busy and completely interested in what they were doing and children's learning was well integrated into play. For example, there was informal counting as they played with shells and pine cones. Children were highly content to play independently, but also expressed enjoyment when the child minder joined in with their play. Children received plenty of meaningful praise, which effectively developed their self-esteem and confidence. Children were developing successfully and gaining independence. For example, buttering their own toast.

## 2. Care and Development

Excellent

### Summary

The child minder keeps children safe with good health promoted. The child minder uses a curiosity approach to children's learning and delivers a high level of care. The child minder manages interactions in a highly positive way and is committed to ensuring children grow and develop well. The child minder ensures children can enjoy their play and learning effectively and safely through a 'Montessori' way of learning. The child minder promotes children's development and meets individual needs through a range of interesting natural resources and highly innovative activities in a secret garden. Individual needs are met successfully and children are kept safe with good health promoted.

### Our findings

The child minder promoted children's health well. The child minder attended a Paediatric First Aid course to enable her to deal with minor accidents. The child minder had undertaken safeguarding training in order to effectively update her knowledge and keep children safe. The child minder provided healthy snacks and meals with milk or water to drink. The child minder made the children feel special as they all sat round the table together to enjoy lunch with china plates, glasses and metal cutlery. Fire drills undertaken ensured children knew what to do in an emergency. Relevant policies and procedures were in place to keep children safe and healthy. Accident and incident records were available and signed by parents as appropriate to acknowledge the entry.

The child minder was a good role model who interacted exceptionally well with the children. The child minder had highly consistent, realistic boundaries and through positive responses children were helped to understand simple rules such as taking care when sitting next to friends to listen to a story. The child minder highly respected the children and their wishes for example at lunch time she asked 'Who would like a bib as we are eating beans?' All children were asked and if they didn't want to wear one it was put carefully at the side of the child 'Just in case'. The child minder then gave plenty of praise to all the children for eating with minimum spillage. The child minder had a positive approach to managing interactions which resulted in the children feeling special and increasing their self esteem. The care was exceptionally natural and child led, ensuring children's emotional well-being was effectively nurtured.

The children thoroughly enjoyed spending time with the child minder, smiling and having fun with her as they played. The child minder added her own made up songs to activities to make play and learning more fun. The child minder promoted number highly effectively when she suggested to children to 'measure it in your head' to estimate a length of ribbon and 'Use your hands to show how big'. The child minder promoted language exceptionally well using 'similes' for example comparing a piece of long play dough to a worm and

showing the children how it could coil around a fingers. The child minder uses the 'Montessori' approach to learning and highly effectively encouraged their curiosity about the environment and the world in which they lived by bringing natural materials and wild flowers into the service. A bunch of wild flowers in a jar on the table took pride of place and children's bluebell and daffodil life drawings gave a huge sense of accomplishment. The child minder joined in enthusiastically with the tea party, often singing made up songs whilst providing a good example for play. She was knowledgeable about children's development and individual routines and preferences were well supported. The child minder encouraged the children to be independent by wiping their own faces after eating and a mirror enabled them to see if their faces were clean and to laugh at how they looked wearing pipe cleaner glasses. Detailed diaries about the day spent with the child minder were kept for the younger children. The child minder maximised every informal opportunity for children to learn through play. For example, exploring colour through the environment. The child minder knew the children exceptionally well and was highly competent in meeting their individual needs.

### **3. Environment**

**Excellent**

#### **Summary**

The child minder provides an exceptionally child centred and welcoming environment with effective displays of children's work. The child minder provides many different natural resources rather than plastic and takes a 'curiosity' approach to children's learning. The child minder makes highly effective use of the premises, especially the garden and enjoys plenty of visits with the children in the local community. The toys and equipment are of good quality, natural, safe and clean and very suitable for the children.

#### **Our findings**

Children were cared for in a safe, secure and clean environment. The door was kept locked and visitors to the service noted. A safety checklist had been completed and the premises were exceptionally child centred and welcoming. Risk assessments were regularly reviewed and evaluated in order to keep children safe, especially on visits to the beach.

The child minder made sure all equipment was safe and the environment and resources were clean, well maintained and age appropriate. We saw there was an exciting range of natural play materials which provided plenty of opportunities for the children to engage in a variety of play. A large castle at the end of the garden ensured children had shelter and could explore in all weathers. The resources were thoughtfully set out meaning children had maximum space to play and easily move around. Plenty of natural resources were easily reached by the children and were in ample quantity to enable children to play together. A mud kitchen contained an unusual Victorian china washbowl as the centre piece for children to use to mix their potions and 'bake'. Out of sight round a corner and down a little path was a space for gardening where children grew flowers and vegetables. The garden afforded an exciting place for the children to play where something different was around each corner. Children sleep safely and comfortably in the dining room on little beds with their own comfort toys.

The child minder was highly pro-active and considerate when selecting resources which effectively met children's individual needs. The environment was welcoming and highly attractive full of interesting and innovative resources giving the children an exciting place to play for example a china tiered cake stand was used to store pine cones and shells. Lots of natural and recyclable materials such as wood had been introduced helping children to learn about sustainability. Recyclable resources and natural equipment gave children a variety of different materials to play with and stimulate their senses.

## 4. Leadership and Management

**Good**

### Summary

The child minder is motivated, well organised and manages her service effectively. She uses a 'Montessori' approach and plans interesting and innovative activities and outings for children, which provide them with opportunities to socialise and develop. Children and their families benefit from a service which is well run, however some improvements were required. She has effective processes for assessing the quality of the service and plans for improvement. She is clear about her responsibilities and offers a service which is child centred. The child minder manages resources well and has good partnerships with parents and Flying Start.

### Our findings

We were made to feel exceptionally welcome by the children and the child minder. We looked at the statement of purpose, which reflected the child minding service. The records and documents sampled to support the service were organised and clear however some improvements were required which were immediately put in place. The child minder certificate of registration was available along with current Disclosure and Barring Service clearances (DBSs), for the family. Insurance certificates and safety checks documents were all current. Required paper work in relation to individual children was in place and we were informed after the inspection that extra information had been added so a good level of care could be maintained.

The child minder was enthusiastic and sourced many natural and exciting resources such as unusual shells. The garden had been developed making it an exciting place to play and learn outdoors alongside the guinea pig. The child minder had completed a review of the service, including the views of parents and a quiz for children and the Flying start co ordinator which linked to improved outcomes for the children. Comments received by the child minder included 'Warm welcoming home from home provision', and 'An inclusive environment' and 'Engages well with Flying Start.' The child minder 'Supports and suits individual requirements of each child.' The child minder had undertaken courses and training which were evaluated and changes had been made in the provision to reflect her learning and so improve the experiences and outcomes for the children. This included Elklan training which has resulted in her making effective changes in her provision such as re organising the book corner and introducing story bags. The child minder was reflective and considered her practice to see how she could improve and had made changes such as adding lower work surfaces for the toddlers and introduced small world playsets.

Resources were plentiful, of high quality and suitable for the children. They were clean and in good order and accessible for the children to develop their play. This ensured children were always busy and happy. The children benefitted from outings and visits in the local

area, meeting other child minders and making use of local resources such as toddler groups.

The child minder had developed positive and effective methods of communication with parents to ensure they were kept well involved in decisions about their child's well-being. Policies and procedures were shared and the child minder noted achievements and sent photographs through to parents. Parents complete individual needs forms when their child starts and these provided a good level of detail about the child so the child minder could continue to provide a good level of care for the children and their families. The child minder works effectively with Flying Start and the co ordinator visits regularly to provide information and carry out assessments of the provision so improving outcomes for children and providing support for families.

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

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

None

**5.2 Recommendations for improvement**

None

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

This was a full inspection as part of our schedule. It was semi announced to ensure the child minders availability. One inspector visited the service on 4 June between the hours of 11:00am and 3.00pm.

- We inspected documentation and policies;
- We looked at the report from the Flying Start co ordinator and included comments from the report;
- we gave feedback to the child minder;
- considered the safety and suitability of the environment for the children;
- we observed the children and the care they received; and
- we spoke to the child minder and the children.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Jacqueline Parker
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	Flexible dependant on parental need.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 March 2016
Dates of this inspection visit(s)	04 June 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?	This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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