



# Childcare Inspection Report on

**Melanie Jelfs**

**Llandrindod Wells**



**Date of Publication**

**12<sup>th</sup> November 2018**

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## **Description of the service**

Melanie Jelfs is registered to provide child minding care for up to 6 children from her home in Llanyre, Llandrindod Wells, where she lives with her husband and family. Children up to the age of 12 years old can attend the service.

The house is situated in a rural setting with many opportunities for outside play and going for walks. The service is provided through the medium of English with the use of some Welsh vocabulary. The child minder is registered as a foster carer.

## **Summary of our findings**

### **1. Overall assessment**

Children who attend the child minding service are happy and content and enjoy the time they spend there and all the activities provided. The child minder responds to the children's needs and requirements and a loving relationship has developed between them. The child minder is very experienced. She is very well motivated and is determined to make a difference to children's lives. The care provided is homely and welcoming and prepares the children for school life.

### **2. Improvements**

The child minder had ensured that all documents for children in her care were available at inspection.

Also the child minder has sent a quality of care review report to Care Inspectorate Wales (CIW).

### **3. Requirements and recommendations**

We recommended that the child minder ensures that she records fire drills and daily safety checks, updates courses and checks on time, and amends her statement of purpose.

# **1. Well-being**

## **Summary**

Children are happy, confident and settled and enjoy their time with the child minder. They can communicate their needs and interact well with each other. They feel safe and happy with the child minder and have developed a close relationship with her. Children are happy in their play and learning. .

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are at the centre of the care provided and receive extensive attention. They have sufficient opportunities to express what they would like to do and they are listened to.

Children benefit from a broad choice of activities and age appropriate toys. Children's voices were listened to during snack time. When children said they'd had enough to eat, they were listened to and allowed to leave the table after clearing their plates. We also witnessed this during lunch time. The child minder responded to children's needs in a timely fashion. The children were given a choice of what they wished to play with and we regularly heard them being asked 'do you want to....?' Children communicated their wishes and we saw them playing outside, choosing activities and where to play. Children chose where to have their lunch, when given the choice of outside or inside. A child who was tired after playing was given a colouring book and colours while having some quiet time. Children were encouraged to communicate and express themselves, and responded enthusiastically to the child minder when objects and colours were referred to in Welsh.

The children receive sufficient opportunities to express themselves, and the care they receive reflects a child minder who takes a keen interest in their responses.

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

The children are happy and content with the child minder and they know the service and the routines well.

Children have a warm relationship with the child minder and settle well in the homely and welcoming atmosphere created by the child minder. This enables the children to cope well with the absence of their parents. Children were happy to show us different toys they were playing with. Children enjoyed receiving cuddles as they became tired or when they sat on the floor with the child minder for story time. The child minder was playing on the floor with the children and chatting with them about their families and home life which further developed the relationship between them.

Children feel safe and happy in an environment where they feel valued.

### **1.3 How well do children interact?**

Children are learning to control their behaviour and emotions, co-operate and take turns and are confident to communicate with others.

Children were given constant praise and encouragement and they responded well to this. We saw that the children had started learning how to share and take their turns when playing with each other and this was encouraged and supported by the child-minder's use of positive persuasion. We saw an example of this when children took turns to go on the swing. Children were encouraged to be kind and help each other. We witnessed one of the older children helping a younger child on the swing while the child minder encouraged another child on the climbing frame. The child received praised and felt valued for doing this. We saw how they were gradually building a relationship with each other because they were given sufficient opportunities to play together.

Children interact well and are beginning to cooperate and share.

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

Children enjoy stimulating opportunities to play and learn. They are engaged in a variety of activities they have freely chosen.

We saw the children engage in a variety of activities. There were frequent opportunities for free play with the wide range of toys that encouraged the children to play independently as well as playing with others. We saw a group story time and how opportunities to develop language skills were used successfully with the children as they answered the questions and developed conversations on the story. Children also enjoyed a group singing session with the child minder and had great fun doing the actions for the songs. The children's curiosity and eagerness to learn were well met by the child minder when they were playing outside.

Children enjoy a good balance of challenging opportunities and creative play opportunities.

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

Children receive stimulating opportunities to develop, play, and become independent.

Children accessed some resources and toys independently. They were given ample opportunities to become independent in their play and also in their development as they coloured their books, completed puzzles and played independently. They responded well to encouragement to play on the swing independently, they were suitably challenged on the climbing frame to be adventurous; they ate independently and opened their own yoghurt pots, though help was on hand if they needed it.

Children were encouraged to be responsible by putting rubbish in the bin, and soiled bibs in the washing machine independently.

The children receive the necessary help which promotes learning and development.

## **2. Care and Development**

### **Summary**

The child minder keeps children safe. She has built a warm and loving relationship with the children in her care and has created a homely and caring atmosphere. Children's development is promoted and the child minder demonstrates a good understanding of key policies and procedures.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder has many procedures in place to ensure children's safety and health.

The child minder has effective housekeeping practices and a very organised setting. We saw that there were high standards of housekeeping in all the areas accessed by the children. The child minder understands safeguarding, has up to date, relevant training and knew the process to follow should she have concerns about a child. We were told that fire escape procedures were in place, however, we did not see evidence of fire drills being held. Following the inspection the child minder told us that she has devised a new form to record these. The child minder keeps a current accident book and ensures that her first aid qualification is up to date. She records children's attendance in her diary. We were also told that the child minder conducts a safety check of the premises and resources daily but does not record this practice. The child minder also practices procedures to promote the health of children such as providing paper towels for children, but we found that these had run out. However, by lunch time the child minder had acquired more and ensured that all the children had washed their hands before handling food. She adhered to food hygiene guidelines when preparing food and provided a healthy choice for children to promote healthy living. We saw children enjoying a healthy lunch of pasta, ham, broccoli and cheese sauce, followed by yoghurt. We witnessed the child minder changing a nappy and found that some infection control guidelines are followed. However we noticed that the child minder did not wear gloves or a disposable apron for the procedure.

Overall the child minder keeps children safe and healthy and implements her policies and procedures.

#### **2.2 How well do practitioners manage interactions?**

The child minder is involved in the children's play and interactions, and sets a clear example of acceptable behaviour and how to respect others and their belongings.

A lovely relationship has been nurtured between the child minder and the children in her care. The atmosphere is very homely and the children receive loving care and are made to feel like part of the family. The child minder encourages acceptable behaviour through positive persuasion and a gentle voice and gives consistent praise. She patiently explained to a child who didn't want to share why it was important to be fair

and kind. We saw that she was very patient with the children and gave cuddles and comfort when needed. She played alongside the children, communicating with them and enabling them to engage in conversation, while reminding them regularly to take turns and share. There was a lovely atmosphere around the lunch table as the child minder chatted with the children making it a sociable event. She also encouraged children to thank one another if an act of kindness had been shown towards them.

The child minder has set behaviour boundaries successfully which enables her to manage interactions effectively.

### **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 and provides a motivating environment where each child can develop at their individual pace.

The child minder plans activities in line with children's progress. The child minder keeps records of key steps in children's development, and if there is any concern keeps more detailed records. She was aware of the need to encourage children's development by conversing and asking questions during activities to develop linguistic and numeracy skills. We heard the child minder promoting children's learning by chatting with them about how they played, repeating words to develop their language. We also saw the child minder challenging children to develop physical skills when a young child was shown how to come down the ladder on the climbing frame safely and was given the opportunity to do this independently. This was done at an appropriate level for the child's development. The child minder encourages children to be adventurous and assess risks for themselves, under supervision to ensure that their safety is maintained. This enabled the child minder to identify children's next steps in learning and further develop children's skills.

The child minder is successful in providing a range of activities to promote children's development, and she responds to individual needs effectively.



### **3. Environment**

#### **Summary**

The child minder provides care from suitable rooms in her house. The children play in the lounge area which is well organised. They also have access to a downstairs toilet and the dining area in the kitchen at mealtimes and for craft. There is a spacious area for outside play which is safe and appropriate toys are available for the children.

#### **Our findings**

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

The child minder ensures that children receive care in an environment that is safe and clean.

The play room provides children with sufficient space to play freely. The child minder is aware of the danger when too many toys and games are on the floor and reminds the children to tidy up and put away at regular intervals. The children sit at a dining table in the kitchen at mealtimes and we saw that there was suitable safety seating for those who needed. A fire blanket is kept at hand in the kitchen. The toilet is easily accessible for the children with an appropriate safety step and liquid soap. We noticed that there was no safety gate at the bottom of the stairs and when we discussed this with the child minder we were told that the design of the stairs posed a risk if a gate was fitted. Children do not have access to this area unless they are accompanied by the child minder. There is a spacious and well equipped outside area in the garden to the front of the house which is well maintained with secure fencing.

The child minder provides a safe environment, assesses risks and responds appropriately.

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

The child minder ensures there is enough space for the children attending and there are ample resources to meet individual needs.

The environment was spacious enough for the number of children attending the service. The lounge area is large, light and airy. The toys and resources in the lounge are accessible to the children. The toilet and hand washing facility is nearby with a suitable step for children to access the toilet and sink. Children are able to do craft and eat at the table in the kitchen and safe seating is provided for children who need it. The child minder has created a stimulating and interesting area for children to play outside which provides a wealth of experiences for the children. They can choose from swings, slide, climbing frame, Wendy House, small cars and bikes and a sand area. Children can also be adventurous in the den area.

The child minder has successfully created a welcoming and fun based environment which motivates children to thrive and develop.

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

The child minder provides sufficient quality resources and equipment to satisfy the needs of every child.

We saw that all the toys, books and resources were of good quality to enrich the experience of the children. We were told that the child minder checks toys and resources regularly for safety and replenishing purposes, and also changes toys on a rotation basis to maintain interest. The child minder is aware of age appropriate toys and games and takes out suitable toys for the children present.

The child minder provides varied and motivating resources of a high quality.

## **4. Leadership and Management**

### **Summary**

On the whole leadership is effective, and self-evaluation of the service is conducted which allows for planning for improvement. Self-management is not always efficient which leads to some checks not being completed on time. Effective partnerships are developed with parents.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder ensures that policies and procedures are detailed and kept in order and that they contain the required information.

The child minder has prepared appropriate policies and procedures and these are incorporated in her daily practices. The child minder has prepared a Statement of Purpose, however, we found that some information, which is currently in the policy file, needs to be included within this document. The child minder has attended some essential courses and additional courses to ensure that she is well informed and up to date with current procedures. We found that the child minder's Food Hygiene certificate had expired. We saw examples of children's files and saw that they were complete and up to date.

On the whole, the child minder meets the requirements of regulations and her paperwork is kept in an orderly fashion in a safe place.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder has self-evaluation procedures in place and is able to plan improvements to her service when needed.

The child minder knew her service well and prepared a quality of care review report. She was able to identify areas for improvement and development and plans to measure success of any changes made in the following quality of care report. The child minder records activities that have been undertaken in her daily diary. We saw that parents' opinion of the service had been collected and fed into the report, and read responses that are positive and complimentary of the service.

The child minder effectively evaluates her service and plans her provision accordingly.

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

The child minder does not always ensure that checks are up to date. She is very experienced and manages resources effectively.

The child minder takes her responsibilities seriously and is self-disciplined. She manages her time and resources effectively. However, we found that the child minder's Disclosure and Barring Service check was not current. We informed the child minder that she was not compliant however, during our visit, the child minder contacted CIW to ensure that the process had begun to update her certificate. She holds a current DBS certificate for her fostering service. The child minder was advised to ensure that in future this is done in a timely fashion.

The child minder does not always self-manage effectively. She works diligently to ensure that she provides good quality care for the children and that she makes a difference to children's lives.

#### **4.4 How effective are partnerships?**

The child minder has built a strong relationship with parents and successful communication pathways have been implemented.

The child minder has taken active steps to involve parents in the care of their children while at the service. Parents provide information before their children commence at this service so that care can be tailored to their children's needs. Parents were provided with relevant and comprehensive information in daily discussions. We saw a sample of returned questionnaires from parents and found comments to be very positive, praising the care provided for their children. She also contacts parents during the day to share news and pictures of their children.

There is an effective partnership with parents which enables the child minder to make the best decisions regarding the care of each individual and also provides the parents with regular updates about their child's development.

## 5. Improvements required and recommended following this inspection

### 5.1 Areas of non compliance from previous inspections

None

### 5.2 Recommendations for improvement

We found the service was not compliant with the following regulation:

- **Regulation 20 (4) (a)** : the registered person must ensure that an enhanced criminal record certificate has been issued.

We did not issue a non-compliance notice as the child minder immediately set the process for renewal in motion.

We also made the following recommendations:

- Record fire drills,
- record daily safety checks,
- ensure that all training is kept up to date, and
- ensure that the statement of purpose contains all of the information required.

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

This was an unannounced visit which took place on Wednesday 8 August 2018 from 9:35–14:45. A feedback session was included in this time. We

- looked at information already held by CIW, including the report from the previous inspection, the statement of purpose and the quality of care report;
- we looked at a wide range of documents including policies, records and children's files;
- we observed activities during the inspection and
- we spoke at length with the child minder.

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

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

## 1. About the service

Type of care provided	Child Minder
Registered Person	Melanie Jelfs
Registered maximum number of places	6
Age range of children	Up to 12 years old
Opening hours	8:00 – 17:30 Monday, Wednesday - Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 November 2018
Dates of this inspection visit(s)	08 August 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?	The service is working towards providing the Welsh Language active offer.
Additional Information:	