



Childcare Inspection Report on

Alison Morris

Llanrhaeadr Y Mochnant



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Description of the service

Alison Morris is registered to care for up to a maximum of seven children under 12 years of age. She lives with her partner in a large detached house in a rural setting in Powys. She is able to pick up and collect children from local schools and playgroups. English is the main language of the service and Welsh is often used as the child minder is learning Welsh.

Summary of our findings

1. Overall assessment

Children are at the heart of this child minding service. They experience nurturing care which gives them a secure foundation for their individual learning and development. Children are contented and their needs are consistently met. They are cared for well and enjoy their time with the child minder. Children thrive and are developing successfully in her care because she provides a wide range of experiences and promotes a healthy lifestyle. The environment is safe, spacious and well maintained. The child minder is experienced in caring for children, enjoys her work and is motivated to provide a good standard of care.

2. Improvements

Since the previous inspection, the childminder uses more Welsh, and can provide care for children speaking both English and Welsh.

We were informed in writing that the following recommendations from this inspection were completed the next day:

- to date policies so that it is clear when they were last reviewed;
- to review and date risk assessments and
- to record when fire drills are completed.

3. Requirements and recommendations

None

1. Well-being

Summary

Children's well-being is enhanced when this child minder cares for them. They have a strong voice, are secure and valued as they experience nurture and respect. Children are learning to interact well and enjoy the activities and outings provided. They are provided with activities to promote their all round development and independence.

Our findings

1.1 To what extent do children have a voice?

Children express themselves confidently and communicate their needs.

Children expressed themselves well and needs were responded to promptly for example, when they had enough of an activity, favourite activities were suggested such as playing with water. Children made appropriate choices and decisions because they were aware of the options available to them. We saw children moved around freely and explored the various rooms used. They accessed items easily such as books, and boxes of toys. Children's home language was given due consideration as the child minder often spoke Welsh to a bilingual child.

Children have a strong voice and they express themselves freely because their preferences are respected.

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

Children feel safe and happy and know their feelings and wishes are taken into account.

Children coped well with separation from their parents and were settled. Children had developed an obvious close bond with the child minder and received many cuddles. Children showed they were familiar with routines which gave them a sense of security and belonging as they moved freely between the activities. Children readily approached the child minder with requests or comments which were listened to and respected. This was demonstrated when a child showed the child minder a toy and asked for similar pieces.

Children consistently feel safe and happy as they are valued and respected as individuals.

1.3 How well do children interact?

Children experience very positive interactions with each other and the child minder.

Children co operated well with the child minder, for example a child was happy to have their nappy changed and the children came to the table for snack when asked. The children played happily alongside each other and their behaviour was very good.

Children interact and co-operate very well with each other and the child minder.

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

Children are fully engaged and interested in their play. They sustain interest for appropriate amounts of time.

We saw children fully engaged with activities. For example, a child concentrated for a considerable time whilst playing with cars and a garage. Children enjoyed items which made noises such as cars and books. They explored their environment freely and safely as they played in two main rooms and also brought some toys to the kitchen.

Children enthusiastically enjoy their play and learning experiences.

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

Children have a good variety of experiences which promote their all-round development.

We observed children had a wide variety of activities including freely chosen and self directed play that enabled them to gain a good range of skills and follow their interests. A child played with toy lorries and items for them to carry which was clearly his preference. Children were practicing how to hold writing implements and were learning about the world around them as the bird feeding table was clearly visible and they were learning to identify birds and trees. Children were encouraged to do things independently such as feed themselves and we saw a child could put on wellingtons without help.

Children are developing successfully as a result of having a choice of interesting activities and are becoming independent.

2. Care and Development

Summary

The child minder cares for children well. She keeps them healthy and safe and manages behaviour positively. The child minder promotes children's development by providing a wide range of play, and learning opportunities. She meets their individual needs as she knows the children and their families well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements policies and procedures which have children's well-being, health and safety at their centre.

There was an appropriate child protection policy in place and the child minder was clear about her responsibilities if she had a concern about a child, and the contact numbers for the relevant agencies were readily available. The child minder knew about healthy eating principles and provided healthy snacks and meals. For example, we saw children were offered fruit and toast with organic peanut butter at snack time. Records evidenced that nutritious meals were also offered daily, using home grown and organic ingredients. Injuries could be dealt with as the child minder had a current First Aid certificate and records of accidents were signed by parents. Children's health was also promoted as the child minder followed best practice nappy changing procedures to avoid cross infection. In addition, each child had their own nappy changing mats. Children were reminded to wash their hands after going to the toilet. The child minder told us that fire drills were completed regularly but none had been recorded. The day after the inspection we were sent written information that the most recent fire drills had been recorded.

The child minder consistently and successfully keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder uses positive strategies to manage interactions.

The child minder managed interactions using positive strategies such as praise, encouragement and negotiation. The child minder supervised the children constantly and children followed simple instructions well. The child minder was a good role model in showing patience and respect and as a result no unwanted behaviour was observed.

The child minder manages interactions effectively.

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

The child minder provides a range of activities to promote children's development. She knows the children in her care very well and meets their needs.

A wide variety of activities and experiences had been provided to promote all areas of development. Children's daily diaries showed a good range of activities to develop all round development, including lots of walks and opportunities for imaginative play. We saw

children had good language skills and expressed themselves well. The child minder spoke Welsh and promoted language skills well. Children's emotional well-being was met as they were given cuddles and reassurance when needed. Children had also positive experiences such as outings to the park, castle, feeding the ducks around a lake, play dough and Spirograph. Children's curiosity was encouraged when a different toy was brought out which made vehicle noises and the children were fascinated to explore the item. The child minder made sure she met each child's individual needs, for example specific dietary needs were provided for in line with each child's preferences.

The child minder successfully meets children's needs and promotes their play, learning and development.

3. Environment

Summary

The child minder ensures that all areas of the premises are safe and well maintained. The child minder's home is suitable and well equipped for caring for young children. There is a wide range of toys and games for children to enjoy which are in good condition.

Our findings

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

The premises are safe and records show the child minder regularly checks and puts measures in place to ensure safety.

The premises were secure and a record of visitors was kept. Records showed that fire alarm checks took place regularly and written risk assessments had been reviewed in July 2017. Information was sent to evidence that they were reviewed again the day after the inspection. These demonstrated that the child minder was aware of the hazards and how to manage them. For example, we saw safety gates, fireguards and a high chair had a five-point harness.

The child minder consistently keeps the premises safe and secure.

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

The child minder ensures there is sufficient space and facilities.

The child minder ensured the environment was very suitable and provided children with homely child care. There was ample space in many areas where children could play including a well equipped playroom and kitchen with a suitable table for children's activities and eating snacks and meals. The lounge was also used, and a sofa where children could relax. A step was used in the bathroom to help children access the toilet and washbasin. Outdoor areas included a yard and garden. Potty and nappy changing equipment was suitable and there were sleeping areas for young children. Children's work was on display and we saw a place for their belongings.

The child minder effectively ensures the suitability of the environment.

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

The child minder provides children with quality toys and play equipment.

The child minder ensured that there were enough toys and games to keep children profitably occupied. Resources and equipment were clean and in good order and we saw multi cultural items such as dolls and books. Toys were stored in various rooms and cupboards where children could easily access them.

The child minder successfully ensures the resources and toys are interesting and varied.

4. Leadership and Management

Summary

The child minder is motivated, experienced and is keen to provide a good quality service. She has systems for evaluating her service, which includes the views of parents. The child minder's record keeping is up to date and well organised and she attends courses to update her knowledge of childcare. The child minder has developed good relationships with parents.

Our findings

4.1 How effective is leadership?

Leadership is competent and organised, producing good outcomes for children.

The child minder provided an up-to-date statement of purpose that reflects an accurate picture of the service provided. The practice that we saw during the visit was consistent with the information in the statement of purpose. All legal requirements were in place such as current public liability insurance. We read a sample of the child minder's policies and these had recently been reviewed but not dated. We were informed the day after the inspection that these had been reviewed again and dated. All records were organised in folders, and because the child minder was experienced and confident, this created a relaxed environment for the children.

Leadership is effective and organised.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place to assess the service provided.

The child minder had produced her own annual review of the quality of care. The document showed strengths and identified next steps for improvements. Questionnaires had been received from parents including many positive remarks. The child minder had made improvements such as using more Welsh.

Self-evaluation and plans for improvement are successful and include the views of parents.

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

The child minder manages her service well and is efficient.

The child minder administered her service competently and was responsible for her professional development. She ensured additional training in addition to mandatory courses were attended such as social inclusion. She managed her time well to include communicating with parents. DBS checks for all in the household who are over 16 years of age were current.

The management of the service is well organised and effective.

4.4 How effective are partnerships?

The child minder has good working relationships with parents and provides care for children in line with parental requests.

The child minder had written information from parents about the care of their child which was up to date and comprehensive. Parents and the child minder exchanged information verbally, and parents also received daily written information about their child's day. We saw one parent who has used the child care over many years and is happy with the service.

The child minder effectively works in partnership with parents to ensure that children experience all the support required to meet their individual needs.

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 undertaken as part of our normal schedule of inspections. One day's notice was given to ensure the child minder's availability. One inspector visited the service on 05 December 2018 from 09.40 – 14.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided;
- spoke to the children and one parent;
- inspected the areas used and
- reported our findings to the child minder.

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	Alison Morris
Registered maximum number of places	7
Age range of children	0 – 12 years
Opening hours	Monday to Friday 07.30 – 19.30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 December 2015
Date of this inspection visit	05 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?	No This service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	