



# Childcare Inspection Report on

**Jane May**

**Mold**



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## **Description of the service**

Jane May operates her child minding service from her family home in Mold, where she lives with her husband and two children. Care is provided in a playroom and children also have use of the lounge when required. The child minder is registered to care for up to six children aged up to 12 years. The service is open Monday to Friday 8:00 to 18:00, closing for bank holidays and Christmas.

The language for this service is English therefore; it does not provide the Welsh language active offer.

## **Summary of our findings**

### **1. Overall assessment**

Children's well being is at the heart of the service and care provided. Children are happy and feel safe, learning, playing and developing a range of skills. The child minder is considerate and caring towards the children and she ensures she promotes positive interactions through being a good role model. The environment is child friendly, safe and is equipped with suitable, good quality resources and equipment. The child minder is organised and effective in managing her service. She forms positive relationships with parents and develops links with local community groups.

### **2. Improvements**

Since the last inspection the child minder has re developed her house to provide a playroom, office and separate entrance used by parents and children attending the service.

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

We made recommendations related to frequency of fire drills, reviewing policies and procedures and further developing how children's progress is recorded.

# **1. Well-being**

## **Summary**

Children have opportunities to have a say in their care and experiences, knowing they will be listened to. They feel safe in the care of the child minder and they are happy and interact well with each other. Children learn and develop well through opportunities they enjoy taking part in.

## **Our findings**

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

Children have an input into the care they receive.

Children were confident to express themselves and make their wants and needs known to the child minder, who responded to them in a warm and caring way. Children were freely moving around the play room, accessing where and what they wanted to play with. Items not freely available were requested by the children and provided for them by the child minder. For example, a child wanted the play dough out so the child minder got it for them. Children were asked about when and what they wanted for snack and during the morning a child asked if they could have toast now, which the child minder provided for them, showing the children have a say in their care and are listened to. This was also evident at lunch time when a child requested their dinner.

Children have a voice and express themselves knowing they will be listened and responded to with love and care.

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

Children are settled and separate well from their parents.

Children were happy when they arrived back from dropping others off at school. They knew the routine and came in, took their shoes and coats off and chose something to play with. Children were relaxed and comfortable in their surroundings. They knew the environment well helping them feel safe. Children had formed positive relationships with the other children and the child minder. This was evident when watching them play together, smiling, laughing and enjoying each others company.

Children are happy, relaxed and feel safe in the care of the child minder.

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

Children are learning to cooperate and respect each other.

Children were interacting cooperatively with each other with only a few reminders from the child minder. They were sharing resources and taking turns during their play. For example, two children were taking turns to push their trains around the track. Children who were able

to were confidently communicating with the child minder and us. They were happy to share their experiences and talk to us about what they were doing and what they enjoyed doing. Children were beginning to understand the needs and feelings of others, For example, when a child became a little upset because they were tired, another child showed concern. Children respected each other and the resources provided for them. They treated most items with respect and helped put them away when they had finished or when asked to do so.

Children interact positively with each other and the child minder and they are beginning to understand the needs and feelings of others.

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

Children have fun and enjoy their experiences whilst in the care of the child minder.

Children were content and happy to freely access activities they wanted to do. There were lots of conversations taking place and children were keen to share their experiences with us and the child minder, showing obvious enjoyment in their play. For example, a child was playing alone and they were heard babbling and smiling as they played. Children were keen to tell us about their regular trips to the local park and telling us that they enjoyed going to the big park and the local community café where they met up with their friends.

Children enjoy their play and learning and are actively involved in experiences that allow them to follow their interests.

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

Children are aware of routines and the environment, which supports them to be independent.

Children had access to resources and facilities that supported them to be able to attempt things for themselves before needing to ask for help. Coat pegs and tables and chairs were child friendly and older children were able to use the toilet facilities independently. Children had opportunities throughout the day to develop their skills. For example, children were encouraged to feed themselves and a child was able to get themselves a chair to sit on as they did not want to sit on the stool that was available.

Children learn and develop their skills as they are provided with suitable facilities and opportunities.

## **2. Care and Development**

### **Summary**

The child minder implements some positive practices that ensure children are safe and healthy. She manages interactions in a, loving and caring manner and is a good role model to the children. The child minder is supportive and understands the individual needs of the children.

### **Our findings**

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

The child minder is effective in keeping children safe and healthy.

The child minder understood safeguarding and the process to follow should she have concerns about a child. She had suitable paediatric first aid training which allowed her to deal with minor accidents and records showed accidents and incidents were recorded and shared with parents. Some fire safety elements were conducted regularly but records showed not all children received regular opportunities to take part in fire drills, which could lead to confusion if they had to evacuate the premises in an emergency.

The child minder had positive practices in place that helped keep the children healthy. She followed an effective nappy changing procedure and ensured tables were cleaned before children had food. The child minder provided healthy snack choices including fruits and toast. Regular opportunities were made available for the children to be active and get fresh air. This included walking to and from school and visiting local parks and playgroups.

The child minder keeps children safe and has positive practices in place that ensure she promotes a healthy lifestyle.

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

The child minder communicates and listens to children in a caring and supportive manner.

The child minder listened intently to what the children had to say and responded with care and affection. For example, we saw some lovely interactions when the child minder and a child were sharing a book containing photographs of children who had been or still were at the service. They talked about the children and the activities they were taking part in. She was involved in the children's play and supported and modelled good manners and politeness. Lots of praise was used to celebrate good behaviour and learning. The child minder implemented positive behaviour management strategies in line with the policy. For example, she quickly diffused a situation when two children wanted to go through the tunnel at the same time. She discussed the problem with the children and encouraged them to take turns.

The child minder manages interactions in an effective way and is a good role model for the children.

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

The child minder knows the children and their needs well.

The child minder ensured she had all the information needed to help her provide suitable care for all children. She arranged settling in sessions for children and parents before they started at the service. This allowed her to get to know them and for them to get to know her. Children's records were complete and included any individual medical and/or dietary needs the children may have.

The child minder kept some record of children's experiences and achievements. This was evident in the diary she kept and children's individual records, which contained examples of work they had completed. The child minder explained and showed us examples of some of the changes she wanted to introduce to improve how children's development is recorded and tracked, showing her commitment to making positive changes. The child minder had a good knowledge of child development and ensured she provided suitable activities and resources for the different ages and stages of development of the children. For example, older children had controlled access to games consoles and a separate room where they could have some quiet time away from the younger children if they wished.

The child minder has a good knowledge of child development and ensures children have access to suitable resources and activities that support their learning and development.

### **3. Environment**

#### **Summary**

The environment is welcoming, well maintained and provides a safe space for children to play and learn. Resources and equipment provided are of a good quality, well maintained and allow children to follow their interests.

#### **Our findings**

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

The child minder had suitable safety procedures in place.

The child minder had created an entrance to her service that was for specific use by parents and children. This was kept secure and prevented any unauthorised access. New fencing had been erected in the garden to ensure it was a safe area for children to play. The child minder confirmed she completed daily checks on the areas used by the children and risk assessments were in place, including ones for places visited regularly such as local playgroups and parks. The child minder got advice from the local fire service to ensure all required safety aspects were in place. This included a fire blanket in the kitchen and fire alarms throughout the property that were checked regularly.

The child minder ensures the environment is safe.

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

The child minder provides suitable spaces for children.

The child minder had recently developed her property to create a playroom, office area and separate entrance. This provided children with a room where they felt comfortable and gained a sense of belonging, with children's work and photographs displayed on the walls. There was a warm and welcoming atmosphere and the environment was clean, well maintained and child friendly. The availability of the lounge provided older children with their own space.

Directly off the playroom was an enclosed garden that had a small patio and grassed area. We did not see this being used due to the weather. The child minder and children confirmed they used this during the summer months with children able to choose to go outside whenever they wished.

The child minder ensures the environment is well maintained and a suitable space for children of all ages.



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

Suitable resources and equipment are provided for the children.

The child minder had made sure children's interests were considered when providing resources. For example, one child had shown an interest in dinosaurs so the child minder had purchased some plastic dinosaurs. Resources were stored in themed boxes and low level units so children could access them themselves and return them when they had finished playing. Child sized furniture allowed children to be independent and sit comfortably when eating and completing activities such as play dough and craft.

The child minder ensures resources and equipment are stored effectively, are well maintained and of a good quality.

## **4. Leadership and Management**

### **Summary**

The child minder manages her service well and is consistent in her self evaluation and planning improvements. Resources are managed effectively to ensure they are suitable for children. The child minder develops positive partnerships with parents and the community.

### **Our findings**

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

The child minder is organised and understands the service she provides.

The child minder had an effective statement of purpose in place that was a true reflection of the care and service she provided. This allowed parents to make an informed decision about whether it was the service they wanted for their child. All required policies and procedures were in place and most reflected current practice, although we noted some routines had been changed and the respective policies had not been updated. For example, policies stated that all children were provided with a daily diary but this was not the case and the child minder only completed them if parents requested.

The child minder is effective in her leadership and management of the service.

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

The child minder is consistently reviewing the service and care she provides.

The child minder had completed a quality of care report that included what had gone well the previous year, plans for the future and improvements made. For example, the child minder had completed her level 5 and improvements had been made to the environment. Parent questionnaires had been sent out and the child minder had considered the comments made, which were all very positive.

The child minder is effective in self evaluation and planning for improvements.

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

The child minder ensures all checks are completed on relevant people who have access to the children.

The child minder made sure family members who were required to do so had up to date disclosure and barring service checks (DBS). She ensured her training was kept up to date including first aid and safeguarding. The child minder confirmed resources were purchased to reflect children's ages, stages of development and interests.

The child minder is effective in managing resources.

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

The child minder has good relationships with parents.

The child minder made sure she kept parents informed about their child's day and experiences. This was done through social media, phone apps and discussions when parents dropped off and collected their child. Parent questionnaires we looked at evidenced parents received regular feedback and they were happy with the care provided. The settling in sessions the child minder provided helped to ensure relationships were formed from the start. Connections with children's home life were extended by the child minder through the introduction of a teddy and book that went home with the children. Parents were encouraged to add photographs and write about what the children have done with the teddy, giving the child minder an opportunity to talk with the children when it was returned.

The child minder regularly took children to local playgroups, community café and indoor play centres. This allowed the children to feel part of a community and gave the child minder and children opportunities to socialise.

The child minder develops positive partnerships which support her in her role and provide effective care and support to children.

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

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

None

### **5.2 Recommendations for improvement**

We made the following recommendations;

- Ensure fire drills are completed with all children attending the service and at regular intervals;
- to ensure when policies and procedures are reviewed they accurately reflect current practice, and
- continue to develop the way in which children's progress is recorded.

## 6. How we undertook this inspection

This was a partially announced full inspection, where the child minder was given some notice to avoid a failed visit. It was undertaken as part of our schedule of inspections. One inspector visited the service on Wednesday 20 February 2019 from 8:50 to 12:00.

We:

- inspected policies and procedures including, child protection, complaints, statement of purpose and children's records;
- observed some practice to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children and the child minder;
- inspected areas used by the children, and
- gave feedback to the child minder at the end of the inspection.

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	Jane May
Registered maximum number of places	6
Age range of children	Under 12
Opening hours	8:00 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 February 2016
Dates of this inspection visit(s)	20 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 children who use, or intend to use the service. We recommend that the child minder considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	