



Childcare Inspection Report on

Natalie Williams

Penysarn

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Natalie Williams is registered to look after a maximum of 10 children from her home address in the village of Penysarn, Anglesey. She works alongside her husband and they employ two child minding assistants. The service cares for children up to the age of 12 and operates Monday to Friday 7:30am – 6:00pm. The service operates through the medium of Welsh and English but the service does not fully offer the Welsh Government 'Active Offer' of the Welsh language because not all documentation is available in Welsh..

Summary of our findings

1. Overall assessment

Children are happy and settled. They are confident and well settled and benefit from nurturing care. The child minder knows the children well and has implemented positive changes to ensure activities are well planned to promote children's play and learning experiences. The environment is safe and clean with resources available in sufficient quantity to offer children varied experiences.

2. Improvements

Since the last inspection the child minder has met with all non compliance identified and recommendations made.

- We found the premises to be free from hazards. The child minder completes annual risk assessments, and a daily checklist is completed each morning to ensure the premises are safe before children arrive.
- The child minder had completed an annual quality of care review. She had gathered and reported on the views of those using the service, with plans made for future improvements.
- The statement of purpose has been updated and reflects the current service offered.
- The child minder has devised and implements a rotating food menu, offering children a variety of different meals to enjoy.
- Policies and procedures had been updated, signed and dated by the child minder to evidence they are regularly reviewed.
- Accident and incident forms are kept with a record of the information having been shared with parents.
- The child minder has extended the range of resources she has available for the children which supports children to explore and learn.
- Following the inspection we received confirmation one of the employed child minding assistant had a current DBS certificate.

3. Requirements and recommendations

We made recommendations in relation to annual appraisals and reviewing the use of safety gates.

1. Well-being

Summary

Children are able to make their views known; they influence how they spend their time and enjoy taking part in what is going on around them. They are developing emotionally and physically and are confident and independent.

Our findings

1.1 To what extent do children have a voice?

Children's attempts at communication are valued. They know their ideas will be listened to.

Children moved around downstairs freely, they chose which books they wanted read and made it known if they wanted the child minder to read them a story. They confidently asked for more food and asked for certain activities they enjoyed. For example, children asked for additional resources they wanted to play with and they chose whether they wanted to remain upstairs in the play room or join the child minders husband downstairs for another activity.

Children know the child minder understands their needs.

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

Children feel valued and have bonds of affection with the child minder who provides consistent care.

Children arrived from play group and they could not wait to tell the child minder what they had been doing. Children proudly showed the stickers they had received and they smiled and gained confidence from the praise given. Children were familiar with the routine. They knew to wash their hands before lunch and whilst they waited for others to have their nappies changed they played with the toys in the living room and told us they would be going upstairs afterwards.

Children gain security and confidence in the routine and structure which fosters their self-esteem.

1.3 How well do children interact?

Children are learning to manage their behaviour and developing a sense of right and wrong.

Children played alongside each other appropriately. They shared what was available to them and accepted they had wait their turn, for example whilst they played in the shop corner. Children used effective strategies when dealing with disappointment and they were positively supported by the child minder.

Children are becoming sensitive to the emotions of others.

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

Children engage in play based activities and are interested and excited to take part in what is going on.

Children enjoyed the planned activities relating to the current theme. They were familiar and interested in what was going, they enjoyed creating the Halloween shapes with clay, and collecting the leaves and sticks. They explored the environment freely, having periods of child initiated play as well as frequent opportunities for children to play alongside the child minder.

Children are motivated and enjoy their play, gaining a sense of achievement in what they do.

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

Children are confident, independent and make good progress.

Children have a secure relationship with the child minder enabling them to overcome challenges. For example, a child happily played with an activity board, completing most of the tasks successfully, however when faced with a challenge they sought help before then confidently continuing with the task. Children were rewarded for their achievements, such as when they had successfully used the toilet. A star of the day and star of the week were chosen and children were proud of the recognition they received.

Children are positively motivated and show good initiative to complete tasks and solve problems.

2. Care and Development

Summary

The child minder promotes healthy lifestyles and ensures children are kept safe and healthy. Behaviour is positively managed with attention given to individual needs. Play and learning activities are well planned and provide children with positive and interesting experiences they enjoy.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes healthy lifestyles and understands her role in relation to keeping children safe and healthy.

The child minder applies the principles of the infection control audit tool, for example when changing nappies and through promoting positive hygiene through reminding children to wash their hands. For example, children washed their hands when returning indoors after collecting leaves and sticks outdoors. The child minder places high importance on physical activity. The children enjoyed running out in the garden, with all children afforded the same opportunity. Children whom had initially been sleeping when others went outside were later taken outdoors. A rotating menu is followed for snack and meal times and provided children with a variety of different food. The medication policy was fully implemented with the child minder clearly conveying how she would best meet the needs of a child who was unwell. The child minder was confident and familiar with the process to be followed if she had safeguarding concerns about a child.

The child minder implements best practice in relation to always promoting children's overall well being.

2.2 How well do practitioners manage interactions?

The child minder is approachable and sensitive to the needs and experiences of individual children.

The child minder was consistent in her approach and tailored responses to individual needs and the child's stage of development. She recognised when children were upset and understood how she could best support them. For example, when a child became upset the child minder urged him to come and look at some books with her, the child minder knew this was his favourite activity. Individual preferences were respected, children were offered a choice of sandwiches at lunch time and they were also supported to choose who they wanted to sit next too. The two child minders worked well together and provided children with positive experiences.

The child minder respects children's interests and preferences and values child participation.

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

The child minder provides a caring and nurturing environment and has high expectation for children's learning.

The child minder ensures daily routines provide children with stability and security. Periods of free play were interspersed with planned adult led activities linked to the current theme with identified learning objectives. The child minder implemented detailed planning and planned for the next steps in children's learning. Activity planning is flexible taking into account the ages of the children and their preferences.

The child minder successfully promotes children's development by planning for a broad range of play and learning experiences.

3. Environment

Summary

The child minder provides children with a safe and secure environment with sufficient space and facilities to meet their needs. The premises are well maintained and children have access to a sufficient quantity of toys and resources which provide interesting play experiences.

Our findings

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

The child minder ensures children are cared for in a safe, clean and secure environment.

The child minder is aware of her responsibilities in relation to always promoting the safety and well-being of children. There were positive systems in place to ensure regular maintenance and daily safety checks were completed. The child minder had removed the stair gate and children present knew not to use the stairs alone. The child minder had considered the age group of the children they were working with, this should be kept under review. Fire drills had taken place regularly and records identified any action needing to be taken.

The child minder adheres to health and safety requirements.

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

The child minder provides a rich environment for play and learning.

The child minder ensures the indoor and outdoor environment offers a wide range of play opportunities. The child minder encouraged children to use the ground floor freely, thus promoting children's independence. Colourful wall displays created a welcoming space and the outdoor space offered opportunities for children to take positive risks, such as when using the climbing equipment.

The child minder ensures children benefit from a comfortable and stimulating environment.

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

The child minder provides access to a sufficient quantity of quality resources.

The child minder ensures the range of resources and equipment available to the children is regularly reviewed and updated. New resources had recently been purchased to broaden the range available, such as a market stall, home corner items and building blocks. The resources were easily accessible to children through good storage and allowed children to follow their interests. Resources appeared clean and well maintained.

The child minder successfully provides children with access to quality resources.

4. Leadership and Management

Summary

The child minder runs her service successfully. She clearly communicates her vision for the service and has acted upon advice and feedback in order to implement improvements. Parents are kept informed about their child's well-being.

Our findings

4.1 How effective is leadership?

The child minder has a sense of purpose that promotes and sustains improvements.

The child minder had a clear vision for her service and successfully implemented improvements to contribute towards positive outcomes for children. For example, additional resources had been purchased, quality resources were available to help with planning and evaluating outcomes for children which were effectively used day to day. Effective policies were in place and had been reviewed annually with changes implemented if required. The child minder shows awareness of the Welsh language and promotes its use regularly.

The child minder has a strong sense of purpose and a positive ethos.

4.2 How effective is self evaluation and planning for improvement?

The child minder has addressed non-compliances and all recommendations made.

The child minder takes appropriate action when required to implement positive changes. The child minder is open to new ideas and willing to try out different ways of working, for example registers had recently been updated. The views of those using the service are gathered and a quality of care review was completed in 2017. Response from parents was very low in 2018 which restricted the child minder's ability to produce a report.

The child minder implements sound strategies to bring about desired improvements.

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

The child minder ensures that everyone understands their responsibilities.

The child minder manages her time well and works in partnership with her husband. Roles are effectively delegated and they are further supported by two child minding assistants, they were not present during the inspection. Effective arrangements are in place to cover staff absences and they complement each others strengths. If the child minder is away from work activities can continue as planned. All had completed Paediatric First Aid training and had current DBS certificates. Annual appraisals had been taking place but not annually and supervision takes place regularly but there was no written record.

The child minder ensures roles are delegated and ensures continuity of care for the children.

4.4 How effective are partnerships?

The child minder keeps parents informed about their child's well being.

The child minder provides parents with daily information about their child's well-being. Daily diaries are completed for all children and parents told us they were happy with how the service operated. Through regular discussions the child minder is able to respond to feedback and concerns and we saw evidence they took action when required. For example, the child minder was following a change in a child's routine, they no longer slept in the afternoon. This was also the case with potty training, with the child minder following a parents request.

The child minder consistently works in partnership with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the child minder that she was not fully compliant with the following regulations of The Child Minding and Day Care (Wales) Regulations 2010; This mater must be addressed.

Regulation 16: the child minder had not completed a Quality of Care report.

Regulation 29: there was no record of appraisals on an annual basis.

These maters must be addressed.

We recommended the child minder;

- keep under review whether a stair gate needs to be fitted.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on the 16 October 2018 between 10:45am and 2:50pm.

We:

- inspected a sample of documentation and policies;
- observed practice, spoke to the children and parents;
- inspected the resources and premises;
- provided the child minder with feedback over the phone.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Natalie Williams
Registered maximum number of places	10
Age range of children	Birth to 12 years old
Opening hours	7:00am – 5:30pm Monday - Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	25 August 2016
Dates of this inspection visit(s)	16 October 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 an 'active offer' of the Welsh language, because all paper work is not available bilingually. However, children are able to communicate in the language of their choice and the use of the Welsh language is promoted.
Additional Information:	