



# Childcare Inspection Report on

**Jessica Price**

**Knighton**



**Date of Publication**

**11 April 2019**

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Jessica Price was registered as a child minder in April 2002. She cares for a maximum of four children aged under 12 years from a house in Knighton. The service operates Monday to Friday from 7:30am to 5:30pm. The main language of the service is English, however, the Welsh language is promoted.

## **Summary of our findings**

### **1. Overall assessment**

Overall, we the Care Inspectorate Wales (CIW) found that children have a strong voice and are listened to. They are well settled and thoroughly enjoy their time with the child minder. They interact well and really enjoy the activities and outings on offer. The child minder effectively keeps children safe and healthy and is a role model for good behaviour. She plans a range of activities to promote children's all round development. The child minder ensures that the premises are safe and secure and the environment is stimulating. Children have access to a good range of good quality resources. Leadership is strong and the child minder is organised in her record keeping.

### **2. Improvements**

None noted.

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

We made a couple of recommendations which are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children are very well settled and thrive at the service. They fully engage in the activities and enjoy an excellent range of play experiences. Children are animated and enthusiastic in their play and they have fun. They have a substantial voice and express themselves effectively. They interact enthusiastically with each other and with the child minder and her family.

## **Our findings**

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

Children express themselves well and are confident that they are listened to.

Children actively made decisions about what they wanted to do. For example they chose to play with play doh and when finished they moved to play with the dolls.

Children clearly asked or helped themselves to their drinks. Children were constantly listened to and their preferences and wishes were acted upon. For example, one child wanted to add glitter to the play doh, which she did with great delight.

Children have a distinct voice.

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

Children are very settled and form positive bonds of affection with the child minder and her family.

Children were happy, settled and relaxed during our visit. It was apparent that the children had formed very close bonds with the child minder and her family. The child minder supported children well when settling in, she told us that any settling in visits were monitored and adjusted, if necessary, to enable the individual children to settle at their own pace. Children confidently approached the child minder for comfort, reassurance or to involve her in their play. Children had developed good relationships and friendships with their peers and we saw them giggling and happily playing, sharing toys and resources.

Children feel fully valued, safe and happy.

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

Children play well together, share resources and co-operate well.

We saw children being thoughtful to each other and taking turns. For example they shared the play doh and dolls, taking it in turns what colour play doh they used and using the pushchair. We saw children play very well together, they co-operated and shared the toys. Children constantly chatted to each other and the child minder and included us in their play activities. Overall, children's behaviour was good.

Children interact in a positive manner.

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

Children are interested and are excited in their play and learning.

All children were fully engaged during our visit. We observed children enjoying a host of activities including role playing, making meals and cups of tea and taking calls on their mobile phones from their friends, playing with play doh and playing a matching and weighing game. Children shared their excitement and interest in activities with the child minder.

Children highly enjoy their play and learning.

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

Children are confident, motivated and are developing individual skills.

Children were confident in choosing and learning independently. Children had access to a range of educational learning resources such as table top activities, puzzles, jigsaws and books. These were easily accessible to the children and we saw them accessing these independently. They also enjoyed activities that further developed their linguistic and numeracy skills. For example they talked about colours, numbers and sang songs and repeated some Welsh words. They thoroughly enjoyed the independence of moving from one play area to another and choosing toys that interested them. They were totally engrossed and enjoyed their imaginative play. Children independently used the toilet facilities, washed their hands and ate their snacks and lunch with the child minder on hand to offer support if necessary.

Children are developing and becoming independent successfully.

## **2. Care and Development**

### **Summary**

The child minder is highly motivated and enthusiastic. She mostly promotes a healthy lifestyle and is good at keeping children safe. The child minder plans imaginative and stimulating activities which contribute successfully to the children's learning and development. The child minder manages interactions consistently and calmly and leads by example.

### **Our findings**

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

The child minder understands and implements safety policies and procedures and promotes a healthy lifestyle sufficiently.

The child minder prioritises safeguarding. She was aware of her duties and responsibilities to report concerns along with Radicalisation and Prevent Duty guidance. The child minder provided snacks such as a selection of fruit and vegetables. The child minder promoted good hygiene procedures. For example she ensured that children washed their hands after toilet visits and before lunch.

The child minder promotes children's health, safety and well.

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

The child minder is a very good role model. She interacts positively with the children, is consistent in her approach and considers the children's level of understanding and stage of development when managing interactions.

The child minder was a very good role model. She was calm and patient with the children in her care. The child minder recognised and intervened when children were having minor disputes and when a child threw a toy, she demonstrated a good understanding of age appropriate behavioural management methods. She set a good example by always speaking calmly and politely to each child. She listened to the children or watched their expressions and body language closely and gave them plenty of time to express themselves or finish activities or eat their snacks. This created a very positive atmosphere. The child minder used every opportunity to praise positive behaviour such as helping tidy up and sharing and she celebrated these achievements. We heard lots of praise and encouragement such as 'good boy/girl' and 'well done'.

The child minder manages behaviour consistently and efficiently.

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

The child minder provides a nurturing and caring atmosphere and is responsive to the children's individual needs.

The child minder was caring and affectionate with the children in her care. She clearly enjoyed her role and was enthusiastic about the children. The child minder knew the children well and was very responsive to their needs. The child minder promoted the children's development by planning a good variety of play opportunities and mainly provided free play. The child minder monitored children's progress, and recorded children's progress and development targets. The child minder chatted to the children, constantly expanding their language development and she promoted the Welsh language using some basic words such as colour and numbers.

The child minder plans interesting and stimulating activities to promote the children's holistic development.

### **3. Environment**

#### **Summary**

The child minder ensures that the premises are very safe, clean and suitable for the children. They have access to an indoor and outdoor area that provides stimulating play opportunities. Children have access to a very good range of toys, resources and equipment to enhance their overall development.

#### **Our findings**

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

The child minder has arrangements in place to ensure that the environment is safe and secure.

The child minder ensured that entry to her home was safe, she locked the main door. Any visitors to the service signed the visitors' book. The child minder had updated and reviewed risk assessments for each room/area of her home used for child minding as well as for outings. Safety equipment was in place such as a fire guard, safety gates at the top and bottom of the stairs and at the kitchen entrance. The child minder secured her rear garden with a fence. The heating test certificate was valid and the child minder had practised and recorded fire drills on a regular basis.

The child minder ensures that all parts of the environment are very safe.

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

The child minder provides a welcoming and a well-maintained environment. The indoor and outdoor areas provide a suitable space and there are good facilities to meet the needs of the different age groups of children attending.

The child minder ensured that the premises both indoors and outdoors were welcoming and child friendly. She ensured that there was sufficient space and facilities to meet the children's needs and for them to play, rest and explore. Children had access to the living room, hallway, kitchen/dining area, first floor bathroom and rear garden. The premises were very clean, warm and comfortable. Child-sized furniture was available. The child minder kept resources and toys in storage boxes at a low level where children could help themselves to items and children were aware of other resources that were available but not freely accessible.

The environment is very suitable for children.

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

The child minder provides a very good range of toys and resources, which are of good quality and are clean and well maintained.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for their ages, needs and development both for indoors and outdoors. We found that the toys were clean and in good condition. There were



plenty of materials available for craft activities and children had access to a range of items such as books, puzzles, educational items, role play items, play people and animals, soft toys, vehicles and dolls. There was also a broad selection of equipment and resources available for outdoor play. We saw evidence that children had been involved in craft activities relating to Valentine Day and the child minder told us that they celebrated traditional festivals such Christmas, Easter and St David's Day. The child minder had dolls depicting different ethnicity as well as some play people depicting our diverse society and some dressing up clothes.

The child minder provides a fulfilling range of toys, resources and materials.

## **4. Leadership and Management**

### **Summary**

The child minder successfully adheres to the required national minimum standards and regulations. She is qualified, highly motivated and professional, she clearly enjoys her role and looking after children. The child minder maintains good records and documentation and has very good organisational skills. The child minder has positive partnerships with parents and the local community.

### **Our findings**

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

The child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records effectively.

The child minder had a statement of purpose in place which was clear, informative and provided an accurate picture of the service. There was a comprehensive range of policies and procedures and the child minder told us that she gave copies to the parents. All the required child records, permission forms and documentation were comprehensively completed and were well organised. The child minder recorded information relating to children's dietary needs and allergies and she maintained a children's register. A valid public liability insurance certificate was available, as well as current and valid car documentation.

Leadership is strong, organised and well managed.

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

The child minder is keen to obtain feedback and to improve the service provided.

The child minder had a self evaluation system in place, which included questionnaires for parents and children. She was fully aware of the need to evaluate her service and obtain feedback. The child minder had produced a report in 2018 and had received very positive feedback and high ratings from parents/carers and children.

The child minder is motivated to make improvements to her service.

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

The child minder has a wealth of child care experience, is well qualified and knowledgeable.

The child minder held a level 3 qualification in Child Care, Learning and Development. The child minder told us that she was considering working towards a level 5 qualification. All her core training certificates were up to date. The child minder had ensured that all household members aged over 16 years held valid Disclosure and Barring Service (DBS) certificates. The child minder was highly organised. All paperwork and documentation was up to date and easily accessible.

The child minder is highly organised in the management of her business.

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

The child minder works closely with the parents and regularly shares information with them. She frequently takes children on outings and on various trips through the year.

The child minder had positive working relationships with parents and provided regular verbal updates. The child minder completed daily diaries which were very informative and included information such as activities completed, meals, sleep information and nappy changes or toileting for younger children. She also had a book for each child which contained photographs of children undertaking various activities and at various outings. The child minder took children on regular outings to the community, visiting parks, the library, to toddler groups and going on walks on the farm.

The child minder has very successful partnerships.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that:

- Parents sign their children in and out of the service, and
- children have easy access to a wider range of resources.

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

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 15 February 2019 for approximately 3 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the child minder; and
- provided detailed feedback at the end of the visit.

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	Jessica Price
Registered maximum number of places	4
Age range of children	0-12
Opening hours	7:30-17:30 Monday-Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 January 2016
Dates of this inspection visit(s)	22 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 people /children who use, or intend to use their service. 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:	