



# Childcare Inspection Report on

**Rhiannon Jones  
Cardiff**



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## **Description of the service**

Rhiannon Jones is based in Castleton, a small village between Cardiff and Newport. Her service is provided from her home and operates five days a week from 07:30 until 5:30 pm. The child minder is registered to care for a maximum of ten children and she employs an assistant Lucy Wallace. The child minder has been registered since 2014. The service is provided through the medium of English with incidental Welsh used every day.

## **Summary of our findings**

### **1. Overall assessment**

We found that children attending this service enjoy their time and are happy to attend. They are able to make choices over their play and they have access to a wide and suitable range of play resources. Children enjoy a warm relationship with the child minder and her assistant in an environment which is tailored to meet their needs both inside and outside. Parents and children benefit from a reliable service, which meets all regulatory requirements. Children are safe, can learn and play and become independent.

### **2. Improvements**

All recommendations from the previous inspection have been completed.

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

No issues of non compliance were evident at this service and no recommendations have been necessary.

# **1. Well-being**

## **Summary**

The children were happy and confident. They enjoyed a range of activities and benefitted from the calm and reassuring care provided. Children enjoyed the warm and comfortable child focused environment which enhanced their play and learning experiences. The children responded positively to guidance from the child minder and we saw her praise good behaviour, good manners and sharing. Children are able to relax and learn from a child minder who is a positive role model.

## **Our findings**

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

Children are encouraged to speak and express themselves and their views are valued by the child minder. They are encouraged to make choices about their play. Children were happy and excited to play with “snow” on their play table and were very pleased to find and name all the animals they found. Children were familiar with the play room and knew where their favourite toys were kept. During their “snow play” they sang songs and counted the animals they found both in Welsh and English, and chose “Rudolph” as their favourite Christmas song. Children asked to play with the indoor tractors and used the play room and living area as a track resulting in lots of laughter and delight. Although there is activity planning in place, children are able to influence their choices because the child minder is flexible and will meet their requests for activities. Children were delighted when they were asked if they wanted to go and see the cows before their lunch and hurried to get their outdoor clothes.

Children are able to make choices and their voices are heard.

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

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. Strong links have developed between the children, the child minder and her assistant. We saw that children were praised and encouraged in all their activities. They were happy and confident to approach both carers and chat whilst they played. The children expressed enjoyment, and we saw them smiling and laughing amongst themselves. Children chatted about their visit to see the cows and played independently until their lunch was ready.

Children are well settled, happy, confident, and feel valued.

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

Children manage their behaviour, cooperate, take turns and share. The children were well behaved, polite and enjoyed interacting together and with their carers during the inspection. The children also interacted with us, asked questions, and showed us around the playroom. They told us what animals they had found in the 'snow' and about the animals on the farm. We saw that they showed affection for each other and their carers either holding hands or with spontaneous hugs.

Children manage their behaviour and enjoy warm and positive interactions.

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

Children are interested and excited in their play. They were absorbed in the "snow" table activity and eager to sing action Christmas songs. Children enjoyed their free play after their visit to the farm and played with push along toys they looked at books or built towers with blocks. Before lunch, children rode toy tractors from the play room into the lounge making a 'pretend track' chatting and laughing as they went round and round.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

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

Children showed their independence by bringing out the resources they wanted and accessing the bathroom when needed, remembering to wash and wipe their hands. They were happy to tidy up toys or get a toy they wanted from the storage boxes. Children were responsive to help from the child minder during their activities and were eager to learn. We saw them finding their wellies and outdoor clothes and trying hard to be independent and dress themselves.

Children are making progress, are confident and learning independence.

## **2. Care and Development**

### **Summary**

The child minder provides a good variety of activities which the children enjoy and find interesting. She respects the children in her care and the decisions they make. Children remain safe and healthy because the child minder has a good understanding of her responsibilities. She enjoys caring for the children, and her knowledge of their families enhance their overall well-being.

### **Our findings**

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

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder had good knowledge of child protection issues and talked us through the process of escalating any concerns. The child minder promotes good hygiene and the children were gently reminded to wash and dry their hands after using the bathroom, before and after meals when needed. The child minder promotes healthy eating and ensures the children have fruit, vegetables and yoghurts every day. She did however allow some small chocolate treats at Christmas. The child minder had a good system to record medication administered, along with a record of any accidents. Records showed she practised fire drills with the children regularly. She ensured all children were familiar with the procedure, and knew what to do in an emergency. The child minder also keeps clear records of children's attendance.

The child minder keeps children safe and healthy and there are good policies and procedures in place to support this.

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

The child minder is a good role model. She is calm and reassuring and uses a consistent approach to managing behaviour. We did not see any significant issues of unwanted behaviour during the inspection and the child minder was positive and warm in guiding the children. We saw her praise good behaviour, good manners and sharing, both in English and Welsh which the children appreciated by smiling or saying thank you.

The child minder manages interactions effectively and this has a positive impact on children's well-being.

### **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 environment in which children's free choice of play is promoted and their needs are met. The child minder responded to the children with affection and they were very content with the care they received. She has a weekly plan and uses the seasons and celebrations as themes throughout the year. We saw Christmas cards and decorations which the children had made on the walls. The child minder takes the children on trips to the beach or Margam Park as well as soft play. The child minder shares photographs with parents every day and we saw children having great fun on the farm jumping into mud and puddles and thoroughly enjoying the experience. Children's development is captured and is shared with parents from the child minders records The child minder keeps individual "all about me books" and parents are able to see the positive progress made by their children. Many children had attended the service since infancy and so had developed, learned new skills and were becoming more independent during their time at the child minder. The child minder also uses her developmental charts and toddler diaries to plan next steps for children and these are completed every month and shared with parents.

The child minder effectively promotes children's well-being through play and learning and her understanding of children's individual needs.

### **3. Environment**

#### **Summary**

Children benefit from an environment which meets their needs. The child minder's house is part of a family farm and has acres of space for children to explore with supervision and a large garden. They are able to access a variety of resources indoors and outdoors and are familiar with the lay out of the play room. Children are comfortable and have suitable furniture to use when eating or playing.

#### **Our findings**

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

The child minder ensures that all areas used by children are safe and well maintained. The child minder had identified and addressed risks in her home and she had undertaken risk assessments. The front door was locked and a visitor's book was available to sign. Smoke alarms and a fire blanket were in place and accessible, and evacuation drills recorded and explained to the children. We saw that all insurance cover was up to date.

The child minder checks and ensures the safety of the environment for children in her care.

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

The child minder provides an environment which is well decorated and very welcoming. There is a dedicated play room and plenty of space available for children to play and learn. The child minder has designed the layout of the play room so that children can access all the toys, books and equipment very easily. Children can move from one activity to another and enjoy sitting at their own table and chairs for snacks and lunch. They can also use the comfortable sofa in the living area for reading books or singing songs with the child minder or just for a cuddle. Children have access to a wide range of toys and equipment that are suitable to their needs.

The child minder provides an environment, which is well resourced, exciting and suitable for children to explore and enjoy.

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

The child minder routinely quality checks the toys and resources so that they are safe and well maintained. The resources and equipment available are up to date and reflect the popular trends of the day for both boys and girls. Children also benefit from new books and toys whenever possible and the resources meet the requirements of learning through the foundation phase. For example she had walking aids, work books that children could use



to copy figures or letters and threading beads to improve fine movement which the child minder said was a particular favourite activity.

The child minder rigorously checks to ensure resources and equipment are of a good quality

## **4. Leadership and Management**

### **Summary**

The child minder provides a very reliable service that is very well organised. A good range of policies and procedures are in place, which outline the service and this ensures that parents are well informed about what to expect before the children are placed in the child minder's care.

### **Our findings**

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

The service is well run, organised and efficient. The child minder's statement of purpose is clear and she confirmed that it is shared with parents. Policies and procedures are also available for parents to read or take home and are reviewed annually. From the records available we saw that the child minder has a good knowledge of the National Minimum Standards for Regulated Child Care and she ensures her policies are appropriate and meet requirements. The child minder has good recording systems in place in relation to recording accidents and incidents and the administration of medication

The service is run efficiently through good leadership and management.

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

The child minder reviews her service annually in order to complete the quality of care report. She has devised questionnaires for both parents and children which focus on the key themes outlined in the inspection process. All comments were positive and we saw cards and letters from parents showing their appreciation of the child minder for the care she provided. Some improvements requested from children were "please can we have a swimming pool and climbing wall" and "strawberries dipped in chocolate for dessert." The child minder does plan to provide new climbing frames for each age, new swings and outdoor painting equipment, and possibly chocolate strawberries in the summer. Parents comments include, "very happy with Rhiannon and Lucy's care of my children, faultless"

Leadership and management is seen as a priority for the child minder and is reflected in her documentation and the responses from children and parents.

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

The child minder is effective in managing her own time and has a wide range of skills to provide a home-based child care service. She plans activities responsively to ensure that children's needs are always met in a timely manner. Her calm and relaxed care

environment has a positive impact on the children's mood and their interactions. Her assistant has her own employment file and meets all requirements. Disclosure and Barring checks, paediatric first aid and food safety certificates are all up to date. There are contingency plans in place to deal with emergencies with a named child minder should it become necessary. The child minder and members of her household also have current Disclosure and Barring checks in place. The child minder and her assistant hope to complete the Level 5 play award in 2019 both having the level 3 award in place.

The service is well organised and this has a positive impact of children's experiences.

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

Children's needs and preferences are identified well and parents know how these will be met. The child minder told us that when a child first starts with her, a child record form is completed by the parents so that she has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. We examined these records and found them to be up to date and in very good order with detailed information on all children cared for. The child minder gives verbal feedback each day to parents and shows them the records if they ask specifically at any time. Parents' responses to the child minder's questionnaires reflected the good partnership arrangements in place and how the parents really value the opportunities experiences and genuine care afforded to their children.

Partnerships are strong.

**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 unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service for approximately four hours. We:

- observed the children and the care they received;
- talked to two children;
- looked at a wide range of records;
- had discussion with the child minder and her assistant
- looked at responses from parents in respect of the care their children received in the questionnaires from the quality of care review and we
- talked with one parent on the telephone.

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

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

## About the service

Type of care provided	Child Minder
Registered Person	Rhiannon Jones
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30 to 5:30 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 June 2015
Dates of this inspection visit(s)	17 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?	This is a service which 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 service provider considers the Welsh Government's "More Than Just Words" strategic guidance for Welsh Language in Social care.
Additional Information:	