



# Childcare Inspection Report on

**Julie Woods**

**Blackwood**



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## **Description of the service**

Julie Woods is registered with Care Inspectorate Wales (CIW) to care for up to 10 children under the age of 12 years from her home in Blackwood. Care is offered between 6:30am and 8:30pm, with overnight care available by prior arrangement. This is an English language service.

## **Summary of our findings**

### **1. Overall assessment**

Children have positive experiences in relation to their well-being. Care practice is responsive and children are happy and their needs are at the centre of the service. Children benefit from a well organised environment that encourages them to make independent choices and promotes play, learning and development. Resources are plentiful and of a good standard. Leadership and management is effective, with constructive systems in place.

### **2. Improvements**

Recommendations made at the last inspection have been actioned, including undertaking food safety training.

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

No areas of non compliance were identified at this inspection. We made good practice recommendations which are summarised at the end of the report.

# **1. Well-being**

## **Summary**

Outcomes for minded children are good. They experience a caring service which gives them a suitable foundation for their learning and development. They interact well with their peers, are familiar with routines and are developing their independence in line with their age and stage of development.

## **Our findings**

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

Children speak or express themselves very well and can communicate their needs in a variety of ways. We saw that the child minder understood their preferences, needs and feelings and this took precedence over the daily routine. Children make appropriate choices and decisions because they are aware of the options available to them and are consulted over a range of issues. We saw children approaching the child minder confidently to chat or to ask for assistance. Children chose what they wanted to play with and they were obviously very familiar with the choices available.

Children's right to express themselves freely and to make independence choices is encouraged and respected by the child minder.

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

Children receive consistent, nurturing care from the child minder. We saw that they were familiar with the routines of the home which were arranged to meet the needs of the children. We saw a younger child going to the child minder for comfort and reassurance; she was responsive and spoke respectfully to the children. We observed children smiling and laughing while completing activities, and asking the child minder for assistance; *'can I have help to open it please'*.

Children are comfortable with the routines, and have formed positive attachments to the child minder.

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

Children interact appropriately in line with their age and stage of development. Younger children are beginning to understand their feelings and how their behaviour affects others. We saw that children were learning to share and to play together and needed guidance and comfort when they did not always get what they wanted, for example sharing toys. Children were calm and relaxed in the home environment and they had obvious friendship bonds with each other.

Children interact appropriately for their age and stage of development and have positive relationships with the child minder and one another.

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

Children benefit from a range of play and learning experiences to extend their skills and maintain their interest. For example, there are regular opportunities for children to experience trips to the local park and play groups giving them a range of social experiences outside of the home environment. We observed children enjoying self directed play such as building towers out of lego and more structured table top activities with the child minder.

Children have opportunities to promote their all round development due to the age appropriate play and learning experiences available to them.

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

Children have a suitable variety of experiences, including freely chosen, unstructured and self-directed play. This enables them to gain a range of skills, be independent, participate, follow interests and promote their all-round development. The child minder played with the children and encouraged them to be independent, providing assistance where required.

Children have control over their play and learning

## **2. Care and Development**

### **Summary**

The child minder keeps children safe and healthy and manages interactions well. She provides activities and outings which help children's overall development.

### **Our findings**

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

The child minder understands her responsibilities in respect of keeping children safe and healthy. There is a safeguarding policy in place, and a separate Prevent duty policy. Prevent is a government strategy to protect children from extremism and radicalisation. The child minder implements good practice in relation to healthy eating and lifestyles to improve outcomes for children, such as ensuring children are physically active daily and providing nutritious meal and snack options. The child minder has a first aid certificate and has completed food hygiene training. A medication policy is in place and we noted that medication is only given with prior written permission from parents.

The child minder keeps children safe and healthy as a result of the systems in place.

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

There is a behaviour management policy in place which explains the strategies the child minder uses when dealing with children's behaviour. The policy places an emphasis on positive reinforcement. Our observations of practice indicated that the child minder was consistent and supported the children's behaviour whilst also encouraging good manners. She spoke gently and kindly to the children who clearly respected her and enjoyed her company. She also frequently praised and encouraged children's effort, using phrases such as '*well done*' and '*that's good*' to promote children's confidence and self-esteem.

The child minder supports children's social behaviour in a positive way.

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

The child minder provides care which is child centred and meets children's individual needs. She was responsive to the children's attempts at communication; there was good eye contact and questioning to help understand what the child wanted or needed and she spent much of her time at the children's level. Throughout the inspection the child minder gave the children choices to help them decide what they wanted. They were given the space and time to play individually and activities were predominately child led and unstructured. This meant that children engaged in activities which interested them. The child minder explained that she promotes children's awareness of other cultures by celebrating festivals such as Diwali and Chinese New Year and has a selection of multicultural toys and resources to promote children's understanding. The child minder undertakes informal activity planning based on

children's interests and the weather, and there was some undated photographic evidence of children's achievement, but at present children's development is not formally recorded.

The child minder supports children's individual needs effectively, however, some documentation would benefit from development.

### **3. Environment**

#### **Summary**

The child minder's home is safe, clean and very well maintained. Children have access to most of the house and enclosed rear garden. The child minder ensures children are well supervised at all times.

#### **Our findings**

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

The child minder ensures the environment is safe for children in her care. The front door was locked at all times, and any visitors are recorded. There is a fire blanket and first aid kit in the kitchen and the child minder is registered with the Food Standards Agency as a food provider. Public liability insurance is in place, and fire drills are undertaken regularly and who is present is recorded. The child minder completes a risk assessment for areas including outings, school runs, and the home.

The home offers a secure place for children and safety checks are in place.

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

The child minder ensures the environment is suitable for children in her care. Child minding takes place on the ground floor of the home. The rooms provide sufficient space for play and learning activities. The home is comfortable, and benefits from good natural light. Play areas are well organised so that children feel at ease and comfortable to explore and engage in the activities and resources available. Low level tables and chairs were available for children to eat their meals and complete table top activities. The play room/lounge is adjacent to the kitchen, which allows the child minder to observe the children as she prepares meals. The toilet is well maintained, and toiletries are kept out of children's reach.

The home provides a suitable space for children's play and learning activities.

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

Children have access to a range of good quality, developmentally appropriate play and learning resources and equipment. We saw art and craft materials; a good range of puzzles, books, small world and role play items. The resources we inspected were in good condition and appropriate for the age range of children who attend the service. The child minder told us she purchases resources based on children's interests and requests.

The child minder ensures that there is a varied range of resources and equipment available to enhance children's experiences and development.



## **4. Leadership and Management**

### **Summary**

The child minder runs her service effectively in accordance with Regulations and National Minimum Standards. Records and documents are maintained to a good standard and were readily available for us to view at inspection.

### **Our findings**

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

Leadership of the service is good. There is a detailed Statement of Purpose which provides parents with information to assist them in making a decision on the suitability of the service for their child. We looked at a sample of children's contracts which were well completed, and parents sign additional permission slips for outings, sun protection and photographs. Appropriate policies and procedures are maintained, however they were not dated to show when they were last reviewed.

The child minder operates her service effectively.

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

There are suitable systems in place to monitor and evaluate the child minder's practice to ensure the service meets the children's needs. CIW received the Self Assessment Service Statement (SASS) and Quality of Care report as part of the annual review of the service. There is a complaints policy in place should parents wish to raise an issue regarding the service, however, the policy did not advise how older children can raise an issue.

The child minder recognises her responsibility to review and plan for development of her service.

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

The child minder manages her service very well. She is a member of an umbrella organisation which provides the child minder with support should she require it. The child minder does not employ an assistant. All household members over the age of 16 hold current Disclosure and Barring Service checks (DBS), and the child minder has a back up contact in the event of an emergency. All paperwork was very well organised, and the child minder manages her service appropriately.

The child minder manages her time and resources effectively.

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

Partnerships with parents are mutually respectful and effective. The child minder provides parents and carers with relevant information needed to make informed choices about the care of their child. She speaks to parents daily and has an informal settling in policy which is tailored to individual needs. Parents receive regular feedback and ongoing updates about their children from the child minder.

The child minder understands the importance of working in partnership to ensure that children experience 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**

We discussed the following good practice recommendations with the child minder:

- Update policies with date of last review;
- amend complaints policy with details of how children over 8 years of age can make a complaint;
- date photo evidence in development journals, and
- strengthen activity planning and development records.

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

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector made one announced visit to the service.

- We observed care practice;
- we made a visual check of the areas used for minding;
- we considered information available to CIW prior to the inspection;
- we spoke to one child, and
- we looked at a range of documentation including the statement of purpose, children's contracts, and safeguarding policy.

(Do Not Delete the below)

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	Julie Woods
Registered maximum number of places	10
Age range of children	0 to 12 years
Opening hours	6:30am to 8:30pm Overnight care by prior arrangement
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 April 2015
Dates of this inspection visit	9 January 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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care.'</i>
<b>Additional Information:</b> Feedback was provided via telephone on 11 January 2019	