



Childcare Inspection Report on

Julie Evans

Amlwch Port



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Description of the service

Julie Evans is registered to look after a maximum of 10 children up to the age of 12, from her home on in the village of Amlwch, Anglesey. The service is available Monday to Friday between 7:00am and 7:00pm and is flexible dependant on families' needs. English is the main operating language, conversational Welsh is used; however, the service does not fully offer the Welsh Government 'Active Offer' of the Welsh language.

Summary of our findings

1. Overall assessment

Children are secure, happy and have bonds of affection with the childminder. Great care is taken to ensure children's health and safety is always promoted. The child minder provides a nurturing and caring environment that meets individual needs. The house is welcoming and provides a rich space for play and learning. Risk management is consistent and the child minder successfully communicates her vision for the service.

2. Improvements

New fencing in the outdoor area enables children to have safe access to the garden and utilise the various areas which have been carefully tailored by the child minder to appeal to the children ages.

3. Requirements and recommendations

We made one recommendation in relation to reducing the risk of spreading infection.

1. Well-being

Summary

Children are happy, settled and thrive in a caring and stimulating environment. They are developing relationships and benefit from the interesting and well-planned experiences offered.

Our findings

1.1 To what extent do children have a voice?

Children contribute to ideas; they know they will be listened to and confidently express their views.

Children participated well and enjoyed playing with the resources available to them. They asked for additional resources to play with because they were aware of the options available to them. They experienced good support to engage in positive and meaningful play. They spoke to each other about what they were doing and we heard them tell the child minder that they were building a car for the younger child. Children knew their needs would be met because individual needs took precedence over daily routines. For example, children confidently told the child minder they were hungry and asked if they could have lunch earlier. Children could communicate in the language of their choice with the child minder and they were responded to positively.

Children know their needs will be consistently met and that their individual preferences are fulfilled.

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

Children are well settled and supported. They feel secure and happy in a relaxed and nurturing environment.

Children benefit from care that helped them build their confidence. They were appropriately comforted, receiving hugs and comfort when needed, whilst also being encouraged to take part in activities and try new things. As a result, children cope well with being away from their parents. Children helped each other to enjoy what was going on, passing toys to each other and checking each other were ok. They were forming friendships and experiencing bonds of affection.

Children experience consistent care, which fosters confidence and positive self-esteem.

1.3 How well do children interact?

Children are learning to positively manage their behaviour.

Children managed their behaviour well, taking turns and sharing resources. They were becoming sensitive to the emotions of others and accepted differences in ability and age. For example, children helped each other to abide by the rules of behaviour. The children showed respect for property, they knew they could play with whatever they chose but understood that not all toys could be out at the same time, meaning they understood the consequences of their actions and the rules of the service.

Children are consistently polite and use good manners.

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

Children are active and curious learners and engage in play-based activities.

Children were highly motivated and engaged in their play. They enjoyed extended periods of child initiated uninterrupted play as well as frequent opportunities when the child minder played alongside them. We saw evidence of children enjoying a variety of different planned activities and they proudly showed us what they had painted that morning. Children explored their environment freely and safely, moving between the playrooms where they prepared food in the pretend kitchen before serving the food in the sitting room. Children smiled and were encouraged to prepare more 'food' from the positive response they received, meaning they gained a sense of achievement and pride from what they had done.

Children benefit from undertaking a broad range of activities where they persevere and concentrate for an appropriate amount of time.

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

Children are confident, independent and motivated.

Children experience a secure relationship with each other and the child minder. They have the confidence to use a broad range of resources and materials because they know they will be well supported. Experiencing new and different opportunities is an integral part of this service; children enjoyed a painting activity and washing the paint off became a 'spa day' experience at the child minders home. Children are eager to complete things for themselves because they are given many opportunities to do so. They collected their own belongings and ate their food with the minimum of support.

Children cope well with challenging experiences, gaining confidence from their accomplishments through encouragement and support.

2. Care and Development

Summary

The child minder is dedicated to her role, and keeping children safe and healthy is given high priority. Activities are extremely well planned with consideration given to children's individuality.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes children's welfare and keeps children safe.

The child minder conveyed her understanding of her duties well. For example, she confidently told us the process she would follow if she had concerns about a child's safety. The child minder had attended safeguarding training and she had a current paediatric first aid certificate, meaning she would be able to care for a child in an emergency. Fire drills had been held regularly, with the child minder taking great care to ensure children were familiar with the process and making the learning fun and interesting for them. There were no recent records of accident or incidents. However, the child minder understood her responsibilities to keep such records should they be needed. The child minder implements her medicine policy fully for the safety of children. The child minder does not provide meals; parents are expected to provide a packed lunch and snacks for their child.

The child minder met the personal care needs of the children and ensured children's hands and faces were appropriately cleaned. However, a cover was not placed over the changing mat when nappies were changed to minimise the risk of cross infection.

The child minder understands her role and responsibilities in regards to implementing positive practice and keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is caring and consistent in her approach, leaving no confusion in children's mind of what is expected of them.

The child minder understands child development and how to best meet children's needs; she was a good role model and consistently praised positive behaviour through regular praise and encouragement. Through showing kindness and affection towards them, the children exhibited the same. The child minder listens to children's views and creates an ethos of open discussion. For example, children were consulted as to what they wanted to do after lunch and the options available to them were shared. Child participation and their learning is of paramount importance and the child minder encouraged all to join in. A parent commented *'my child takes part in a range of fun and educational activities and really enjoys himself.'*

The child minder makes expectations of behaviour clear, children's input is highly valued and children are regularly congratulated for the positive contributions that they make.

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

The child minder promotes the development of all children by planning for a good variety of play and learning opportunities.

The child minder provides a nurturing and caring environment; she understands and meets individual needs. The child minder followed a detailed activity plan ensuring children benefited from well planned, fun and interesting experiences. She has high expectations of children's learning and is forward thinking in her approach. She provides an extensive variety of enjoyable first hand experiences, which are stimulating and offers challenging play and learning opportunities. Children's progress is tracked on an appropriate tool and the information is used effectively to plan for their next steps in play and learning. A parent commented '*Julie provides and exceptionally high standard of care...she makes each day different with outings, crafts and activities*'.

The child minder is confident and relaxed; children are treated with dignity and respect and make good progress as a result of a meticulously planned service.

3. Environment

Summary

The child minder ensures children are cared for in a stimulating and secure, child centred environment. Diligent and systematic procedures are followed to ensure children are kept safe and resources are clean and of good quality.

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 and secure environment.

The child minder is well aware of her responsibilities in relations to always promoting the safety and welfare of the children. Effective risk management is embedded in to practice. Risk assessments are comprehensive, regularly reviewed with any actions required completed promptly and with a record kept. Policies and procedures have been updated accordingly; for example, the pet policy had been updated when the cat joined the family. We saw appropriate measures were put in place, such as cat food and cat litter were kept out of children's reach, meaning any risk was, as far as possible, eliminated.

The child minder implements consistent risk management procedures.

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

The child minder provides a welcoming environment that promotes children's independence.

The environment is well planned, the layout and design promotes children's independence and was considered from a child's perspective; children could move freely between all the downstairs areas with an additional living room available. This was mainly used by older children needing time to relax and reflect after school. A dedicated playroom allows the child minder to plan the environment around children's needs. The outdoor space is given a high priority and is regularly utilised. Different play areas can be used at different times, with immediate access to a decked area.

The child minder ensures the environment is well planned to reflect the needs and interest of the children using the service.

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

Children have access to a broad range of resources, well suited to their needs.

The child minder evidenced her dedication and commitment to ensuring children had easy access to a wide range of good quality developmentally appropriate play and learning

resources both indoors and outside. For example, smaller items were stored safely away from the younger children. They particularly enjoyed playing with the wooden kitchen and went to get other items located in the room to extend and build on their imaginative play. The child minder provides access to a range of resources that promotes children's curiosity, this includes household items and tactile and sensory items; with the child minder also taking great care to develop and make her own resources in response to individual needs. For example, the child minder had created her own word game to support and help children develop literacy and reading skills. The child minder had also made her own pretend food and we saw children enjoy using these whilst playing. Resources are well maintained and regularly updated; the child minder keeps a detailed log on when items have been cleaned, their condition and when they have been replaced.

The child minder consistently ensures children have access to an extensive range of well-planned resources.

4. Leadership and Management

Summary

The child minder is committed to and enthusiastically plans and delivers a service where children flourish. The child minder implements continued improvements and strives to ensure children are always happy. Working in partnership with parents and striving to involve parents in what is going on is one of the service's core objectives. .

Our findings

4.1 How effective is leadership?

The child minder ensures there are effective policies in place and these are implemented in to practice.

The child minder successfully conveyed her high expectations for her service. She communicates her vision well , sustains improvements and secures positive outcomes for children of all ages. The child minder regularly reviews and updates her policies and ensures that they reflect the care provided. They set clear aims, with practice and policies focused on children's needs. The statement of purpose is informative and provides parents with essential information to enable them to make an informed decision about their child's child care.

The child minder has a strong sense of purpose and contributes significantly to positive outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

The child minder implements effective systems for regularly reviewing and gathering the views of those using the service.

The child minder regularly reflects on what she does day to day and takes account of the views of those using the service. For example, weekly activities are discussed and shared with parents, and changes made accordingly; such as taking children swimming and arranging appropriate opportunities for the children, for example enabling children to attend swimming lessons. Contracts are updated annually with a questionnaire sent to parents at the same time. The annual quality of care review shows who has contributed to it and outlines how improvements will be made. The child minder evidenced that she prioritised what she wanted to improve; work identified in the quality of care review had already been undertaken; the garden had been updated and the new playroom had become an integrated part of the environment.

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

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

The child minder ensures that she has a clear understanding of her role to achieve appropriate outcomes for children.

The child minder regularly updates recommended training such as safeguarding and food hygiene and ensures all household members have an up to date disclosure and barring certificate. The child minder regularly reviews her procedures and makes necessary amendments. For example; she makes good use of community resources and internet resources to assist her activity planning.

The child minder successfully implements the services' policies and procedures.

4.4 How effective are partnerships?

The child minder works in partnership with parents and keeps them informed about their child's wellbeing.

The child minder had gathered essential information and personal information about the children in her care. Daily diaries were offered to parents to inform them of what their child had done during the day. The diaries provided parents with very detailed information. The child minder is flexible in her approach and the hours that she works, she endeavours to meet the needs of families, provides a flexible service, and promotes a close relationship between the children she cares for. Completed questionnaires received from parents commented '*Julie provides an educational and safe environment for the children.*'

The child minder is an active member of the community; she attends various local playgroups, which the children enjoy, and visits places of interests in the local community. She told us she has a close working relationship with a couple of other child minders in the area and they regularly get together.

The child minder endeavours to work in partnership with parents and is willing to go above and beyond to help if she can.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The child minder to consider;

- placing a cover over the changing mat when changing nappies to minimise the risk of cross infection as is recommended by Public Health Wales Infection Control Audit Tool for regulated child care;

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 17 January 2019 between 9.30am and 12:45pm.

We:

- inspected a sample of documentation and policies;
- spoke to the children;
- read questionnaires from parents;
- looked at children's files and inspected resources and the premises, and
- provided feedback.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Julie Evans
Registered maximum number of places	10
Age range of children	0 – 12 years old
Opening hours	7:00am – 7:00pm
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	12 January 2016
Dates of this inspection visit	17 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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service. The service promotes the use of the Welsh language and culture.
Additional Information:	