



# Childcare Inspection Report on

**Glenys Jones**

**Aberdovey**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Glenys Jones is registered to care for a maximum of 8 children under the age of 12 in her home in the village of Aberdovey. Children have use of the lounge, kitchen/diner and bathroom. They also have access to an enclosed garden to the rear of the property and the child minder also makes good use of the environment around them. Healthy meals and snacks are provided by the child minder. The service operates between the hours of 8:00 a.m. and 6:00 p.m. Monday to Friday. The main language of the service is English, with Welsh also regularly spoken to the children. The service does not currently implement the 'Active Offer' in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Children are flourishing. They express themselves confidently as they have formed positive relationships with the child minder and their peers. The child minder is dedicated and has a nurturing approach to care giving. She uses innovative methods to encourage positive interactions and carefully plans activities so children can develop their individual skills. The environment is child centred and children have free flow access and choice between a range of interesting and exciting activities, both indoors and outdoors. The child minder manages the service professionally and is committed to providing a high quality service to children and their families.

### **2. Improvements**

Since the previous inspection, the child minder has attended a variety of training courses, to build on her skills and offer children different and interesting experiences. The service has also received the Tiny Tums Best practice certificate.

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

We made some recommendations relating to nappy changing procedures and the child protection policy.

# **1. Well-being**

## **Summary**

Children are happy, settled and have formed positive relationships with the child minder and each other. They are highly motivated to make choices about what they would like to do and are confident to express their needs and wishes. Children thoroughly enjoy the activities available to them and are curious to explore their environment. They are provided with a wide range of opportunities to learn to do things for themselves.

## **Our findings**

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

Children feel valued as all attempts at communication are listened to.

Children were confident to express their wants and needs to the child minder and choices were offered in every aspect of their day. For example, they were asked when they wanted to have their snack and naps. Children were comfortable to approach the child minder and ask for activities. For example, one child indicated they wanted to draw a picture. The child minder promptly supported them to fetch papers, crayons and stickers so they could create some art work at the kitchen table. All attempts at communication were valued, with the child minder responding promptly to children and prioritising this above any other task.

Children are confident to make choices and decisions and express their views.

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

Children feel safe and secure as they are given consistent care by a child minder who knows them well.

Children were settled, comfortable and secure in the child minder's care. They had formed close bonds with each other and the child minder and they happily chatted and played together, with lots of smiles and laughter exchanged between them. They enjoyed showing the child minder, and us, the craft work they had completed during the week as well as photographs of them on outings they had recently been on. One child chatted confidently to us about their picture, pointing out the penguin sticker they had placed on it and telling us about the penguin they had at home. They approached the child minder when they wanted cuddles and knew to ask her if they needed help or reassurance. For example, one child approached the child minder for cuddles after lunch when they were feeling tired. The child minder gently reassured them and comforted them and the child quickly went to sleep.

Children feel valued as they know they will receive the support and reassurance they need from the child minder.

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

Children interact well with their peers and are beginning to share and take turns appropriately.

Children were happy playing together, sharing toys and taking turns. For example, two children had lots of fun building towers from mega blocks and knocking them down. They waited patiently for their turn to place blocks on top of the tower and cheered and when their friend knocked the tower down. They then proceeded to tickle each other to make each other and the child minder giggle. Lots of laughter and happy chatter followed as they played and interacted positively together. Children cooperated well and were happy to help with tasks. For example, when asked to tidy up the toys before lunch the children were happy to do so. Children used good manners throughout the visit and were praised for doing so.

Children have formed friendships with their peers, cooperate well and communicate positively with one another.

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

Children are able to explore the environment freely and are interested and highly motivated by the resources and activities available to them.

Children were active and curious learners and were engaged in play based activities which were interesting and exciting to them throughout our visit. For example, one child was fascinated while experimenting with the Christmas themed play dough. They poured flour onto play dough to make snow, stuck glittery tree stickers in, rolled with rolling pins, snipped with scissors and enjoyed creating Christmas scenes. They concentrated on this task for a lengthy period as they were so engrossed in the activity. The children later went on to create some art work at the kitchen table. Both children concentrated for a lengthy period as they enjoyed sticking Christmas stickers onto their pictures, chatting away to the child minder about what they were doing and which stickers they liked. Before lunch, both children were excited to decorate the small Christmas tree which was placed in the centre of the lounge with a selection of Christmas baubles and tinsel. They concentrated and persevered well when placing baubles on the tree, proud of their efforts as they were praised by the child minder.

Children are highly motivated and thoroughly enjoy their play and learning.

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

Independence is encouraged and children are given time to learn to do things at their own pace.

We saw children leading and directing their own play and they were motivated to follow their own interests. They were naturally motivated and curious about their environment and enjoyed exploring the resources and activities provided. The pace of each activity was set by the children, with the child minder responding effectively to their level of interest and enthusiasm. Children were encouraged to do things for themselves and to be involved in

tasks. They helped to tidy up at the end of activities and independently took care of self-help tasks such as washing their hands. Plenty of time was given for children to complete tasks independently and at their own pace; for example, self feeding at lunch time

Children are confident and motivated because they are encouraged and supported to learn to do things for themselves.

## **2. Care and Development**

### **Summary**

The child minder knows the children well and quickly responds to their needs and attempts to communicate with warmth and affection. Healthy lifestyles and good hygiene are promoted, with plenty of opportunities given to be physically active and play outdoors. Innovative methods are used to encourage positive interactions and help children to learn to show kindness to each other. The child minder carefully plans a range of interesting activities to help children flourish, develop and learn.

### **Our findings**

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

The child minder promotes a healthy lifestyle and ensures the children are as safe and healthy as they can be.

Through discussions with the child minder it was evident she had a good understanding of how to protect children and of safeguarding procedures which she had completed training on. The child minder also had Paediatric First Aid training meaning she knew how to administer basic first aid when needed and deal with emergencies. Records showed fire drills were performed regularly, meaning children knew what to do should they need to evacuate the premises in an emergency. The child minder promoted good hygiene by encouraging children to wash their hands before meal times and after using the toilet. During nappy changing the child minder used disposable gloves and placed a disposable cover on the changing mat, but did not use a disposable apron. We discussed this with the child minder and advised her to revise the Public Health Wales (2014) guidance to ensure hand washing and nappy changing procedures are followed correctly.

Children had access to drinking water throughout the day. We viewed meal planners which contained a range of healthy and balanced meals. The child minder told us how she was currently trying to encourage children who were fussy eaters to try new things by placing a small amount of vegetables and different foods on the child's plate. We saw how this was done in an extremely gentle, positive and encouraging way, which made meal times a positive experience for the child. Plenty of opportunities were provided for children to be physically active and they regularly played in the garden, went out for walks or outings to spend time in the fresh air. This was confirmed during discussions with the children, in daily diaries and in the photographs we viewed.

The child minder encourages children to make healthy choices and has put appropriate measures in place to ensure their safety.

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

The child minder has positive relationships with the children in her care and models good behaviour and appropriate language.

The child minder had formed a close bond with the children. She spoke in a friendly and relaxed manner, showing genuine warmth and affection. This provided children with a sense of belonging and increased their self-esteem. The child minder was careful to explain what was going to happen next throughout the day and gave warnings a few minutes before activities were due to end. This minimised frustration for the children as it was clear to them what was expected and what they were going to do next. The behaviour management policy detailed how unwanted behaviour was dealt with. This was also reinforced through our discussion with the child minder. The children were gently reminded when their behaviour was inappropriate and the child minder modelled positive behaviour and helped children to learn what was expected of them. Plenty of praise was given throughout the day for good behaviour, completing activities and trying new things. The child minder showed us how she and some of the older children had formed '*Glennie's house rules*', which were displayed on the wall in kitchen. These contained simple statements outlining ways in which children were expected to interact positively with each other, for example, '*we share with our friends*' and '*we say please and thank you*'. She had also introduced a '*12 days of Christmas kindness*' activity for children to complete '*challenges*' which encouraged them to be kind to others, for example, drawing a picture for somebody, saying thank you, playing with someone new and helping someone. The child minder and the children were eager to tell us how they had gone to the supermarket to buy food for the local food bank as part of this activity.

The child minder encourages the children to interact appropriately and use good manners, using positive behaviour management strategies.

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

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

Activities were carefully planned in order to ensure children had a wide range of interesting activities which would help them to flourish and enhance their learning. A range of activities were laid out for children to move freely between them, with a good range of sensory, craft, indoor and outdoor activities available. The child minder was familiar with each child's interests and was able to suggest activities accordingly. She asked lots of questions to expand the children's knowledge during activities and encouraged them to develop their language skills. For example, during the craft activity she encouraged children to use different resources and to use descriptive words to describe what they were doing. Younger children were encouraged to count in Welsh and name shapes and colours.

The child minder completed regular assessments on each of the younger children. These were done using foundation phase development trackers and were shared with parents in the children's journals. Children were also encouraged to work on individual skills as their '*Next steps for success*' were displayed on the notice board to encourage them to work on specific skills. Scrap books were kept with collated samples of children's work and



photographs of outings and activities. These were sent home when they were filled so children were able to share their achievements with their parents. Older children who only attend after school had their own photo albums in which they could place photographs of their choice showing them taking part in activities and attending outings. .

The child minder provides child centred care and carefully plans activities according to children's individual needs and stage of development.

### **3. Environment**

#### **Summary**

The child minder provides care in a clean, comfortable environment. She ensures children have access to a range of interesting indoor and outdoor areas. Resources are of good quality and appropriate for the children's needs. Risks are identified and effective measures are put into place to manage or eliminate any potential hazards to children's safety.

#### **Our findings**

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

The child minder provides a secure environment where children can play and explore different areas safely.

The premises were secure; the outdoor areas were surrounded by a fence and the front door was locked to prevent unauthorised access. The child minder ensured appropriate measures were in place to keep children safe in the event of an emergency. For example, accurate records of daily attendance were maintained meaning she knew who was present should the premises need to be evacuated quickly. Toys and areas were checked daily for any hazards to children's safety; the child minder had developed a checklist of things which should be reviewed daily and kept a record of each time this was done. The child minder had identified risks within the premises and these were included within written risk assessments showing how these were managed and where possible eliminated. These risk assessments were reviewed regularly, ensuring any potential hazards were monitored and managed effectively.

Children's safety is prioritised and effective measures are in place to ensure risks are minimised.

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

The child minder ensures children are cared for in a clean, comfortable and well maintained environment.

The premises were well decorated, bright and welcoming. Children had use of the spacious lounge which had plenty of room for them to move around and play. Children were also able to use the large dining table in the kitchen for craft activities or board games. Samples of the children's work were proudly displayed on the noticeboard in the kitchen, giving children a sense of belonging.

Toys were stored appropriately, were well organised and easily accessible so children could choose them freely as they wished. Boxes were clearly labelled with photographs and words so children could easily identify what was stored in each box, aiding independence. The outdoor area was also tidy and contained a wide variety of activities for children to enjoy. The child minder had installed racks which held buckets filled with craft materials for children to help themselves to in both the kitchen and outdoor play area.

The child minder provides a homely atmosphere and ensures children have access to a range of welcoming and interesting areas to promote their enjoyment.

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

The child minder ensures the children have access to a wide range of good quality, suitable materials to enhance their play and learning.

Toys and resources were clean and in good condition. A variety of outdoor toys were available in the patio area, including a slide, mud kitchen, ride on toys and a range of natural and recycled materials for children to explore. The outdoor toys were stored in a shed and the child minder told us the toys were changed regularly to ensure children maintained interest in the activities available to them. Steps were available in the kitchen and bathroom to promote children's independence and child toilet seat and potties were available in the bathroom to help with toilet training. The child minder told us toys were cleaned regularly with antibacterial wipes or spray and records we viewed evidenced this was done at regular intervals.

The child minder ensures children have access to toys and materials that are interesting and exciting to them and enhance their play and learning.

## **4. Leadership and Management**

### **Summary**

The child minder manages the service with commitment and dedication. Resources are managed well and effective systems are in place to monitor the quality of the service. Good partnerships have been formed between the parents and information is shared frequently to ensure children's individual needs are met.

### **Our findings**

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

The child minder is aware of her responsibilities and is committed to providing the best care possible for the children.

The child minder had produced a comprehensive statement of purpose which gave a clear description of the service offered and provided parents with all the information they needed to decide if the service could meet their needs.

Policies and procedures were in place for all relevant aspects of the running of the service. These were comprehensive and provided lots of information for parents about each aspect of running the service. We reminded the child minder of the need to include the contact details for the local authority safeguarding children's team in the safeguarding policy. The child minder maintained an account of the children's daily attendance including their times of arrival and departure. We saw from written records she had asked parents to complete registration forms and contracts before their children started. Permission slips had also been signed by parents for many aspects of the care provided to children, including for outings, the administration of medication and first aid and application of sun cream. Children's files also contained details of children's likes, dislikes and their usual daily routine.

The child minder is very organised and runs the service well.

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

The child minder has procedures in place to review the quality of her service and makes changes in order to improve her practices.

The child minder monitors her service and makes improvements by gathering feedback from questionnaires sent out to parents each year so they could share their views. The child minder also showed us how she had placed a blackboard in the hall where parents could leave any comments, make suggestions or ask questions whenever they wished. The child minder also told us she gathers children's views about the service using verbal feedback and discussions. This feedback was collated and used to form a report outlining a summary of the feedback and an action plan for any improvements to be planned in response.

The child minder is reflective and uses the information received from parents and their children to improve her service.

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

The child minder manages resources well and ensures she provides a good service.

The resources were all of good quality and were appropriate for the children who used them. A range of toys, games and resources were available for the children and they were able to access them as they wished. The DBS checks for all the adults who live on the premises were current. Documents are filed securely and confidentially, but were easily accessible. Evidence was also viewed on file that the child minder had attended many training courses to ensure she stayed abreast of current best practice and of the latest developments in childcare, for example, a Pacey 'Time for transitions' course.

Children benefit from a service where resources are managed well and checks are undertaken as appropriate.

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

The child minder ensures children enjoy good links with the community and have opportunities to socialise with other children who live nearby.

The child minder was approachable and told us she had formed good working relationships with parents. We saw how information was shared with parents in children's daily diaries to keep parents up to date with what activities their child had taken part in, what they had eaten and their general mood. Photographs and developmental information was also shared regularly in these diaries. The child minder stated she regularly attends the local toddler groups where she and the children maintain regular contact with parents and children who live in the local community. Good partnerships had also been formed with other child minders in the area with whom the child minder regularly met up with so the children could socialise with other children. She also told us of a special event they had all organised together during the previous summer where an interactive dinosaur exhibit had visited the village for the children who attend local childcare services.

The child minder has good links with the community and has formed positive relationships 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 made the following good practice recommendations for the child minder to consider:

- Ensure she is following the correct nappy changing procedure as outlined in the *Infection Prevention and Control for Child Care Settings (0-5 years), Nurseries, Child minders and Playgroups: Public Health Wales - All Wales Guidance*; and
- including the contact details for the local authority safeguarding children's board in the service's safeguarding policy.

## **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 13 December 2018 between 10:30 a.m. – 2:00 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children and the child minder and left questionnaires for parents;
- we looked at the areas used by children and resources on the day of our inspection and
- we gave detailed feedback to the child minder of what we found and what needed to be addressed.

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	Glenys Jones
Registered maximum number of places	8
Age range of children	3 months – 12 years
Opening hours	8:00 a.m. – 6:00 p.m. Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 September 2015
Dates of this inspection visit(s)	13 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 that does not provide an 'Active Offer' of the Welsh language but demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	