



Childcare Inspection Report on

Elizabeth Williams

**Dinas
Caernarfon**



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Description of the service

Elizabeth Williams is registered to care for a maximum of eight children at any one time. The child minder's house is situated near Caernarfon in the village of Dinas. The service is provided on Tuesday, Wednesday and Thursday each week from 08.00 to 18.00. School transfers are available to and from local schools. The language of the setting is Welsh.

As policies and procedures are not available in Welsh the service does not provide the Welsh "Active Offer" but the child minder speaks Welsh fluently with the children.

Summary of our findings

1. Overall assessment

Children are happy, settled and communicate confidently. Their well-being and self confidence is promoted and independence encouraged. They interact well and they learn skills through play and following their own interests. The experienced child minder provides a suitable play environment and guides children sensitively and meets their every need. The child minder gives the health and safety of children high priority. The environment is safe and suitable with many good quality resources. She organises her service well and has helpful and positive relationships with parents which ensure good outcomes for the children.

2. Improvements

The child minder's daily diary showed that new toys have been purchased since the previous inspection.

Since this inspection we have received written confirmation that the child minder has reviewed and updated her policies and other documents such as written risk assessments.

3. Requirements and recommendations

None

1. Well-being

Summary

Children have a strong voice and make choices confidently. They are able to communicate effectively. Children flourish because they feel secure and relaxed. They are learning valuable social skills. Children enjoy a wealth of purposeful experiences at this service, including outdoor play. Children are learning many concepts through play, for example a love of books and language skills and are developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children speak and express themselves confidently and communicate their needs.

Children expressed themselves well in Welsh or English and they were listened to and their choices respected. They made appropriate choices and decisions because they were aware of the options available, for example there was a range of toys to play with and books to read. They could choose to sleep at the time of their choice and went to sleep quickly when gently placed in their buggies.

Children have a strong voice and they express themselves freely because their choices are respected.

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

Children feel safe, happy and are valued.

Children were settled and contented with the child minder, and were happy to play with her and each other. Strong bonds of friendship were clearly evident between the children and the child minder as they approached her to answer their questions or for assistance. The child minder and children spent most of the time playing and chatting happily together. Children's paintings were on display giving them a sense of belonging.

Children consistently feel safe and are happy in an atmosphere of acceptance, which values them as individuals.

1.3 How well do children interact?

Children interact and co-operate very well with each other and the child minder.

The children co-operated well with the child minder, for example when she asked them to come for their nappies to be changed, they happily complied. Children were polite and said please and thank you even when not prompted. They tidied away when encouraged by the child minder to do so. They shared toys such as cars and took turns sending them down the ramp of the toy garage. An older child kindly brought baby toys for the younger without being prompted.

Children actively experience positive interactions with each other and the child minder.

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

Children are engaged and interested in their play.

Children enjoyed a variety of activities freely chosen and adult led. For example they enjoyed playing with dolls and buggies, cars and garage, and singing nursery rhymes together with the child minder. They were learning through their play, such as, naming colours and counting building blocks. They enjoyed a well told story both in Welsh and English. After school children had the opportunity to relax on the sofa and read books.

Children enthusiastically enjoy their play and learning experiences.

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

Children have a good variety of experiences which promote their all-round development.

Children were learning skills with support to help them be independent such as feeding themselves and going to the toilet on their own. They had learnt to wash their hands before eating and even the youngest children went eagerly to the wash basin to wash their hands. There was evidence in the child minder's daily diary that they had enjoyed a range of experiences including playing in the garden and going to the local park. We saw photos of an older child pursuing their own interests such as knitting and sewing.

Children are developing effectively and consistently and are becoming independent.

2. Care and Development

Summary

The child minder keeps children safe and healthy in a caring atmosphere. She manages interactions consistently, being a good role model and using positive strategies. She is professional and experienced; promoting children's learning through play, providing a range of activities and meeting children's individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements policies and procedures which have children's well-being and safety at their centre.

There was an appropriate child protection policy in place and the child minder had the relevant contact details to hand. She was clear about her responsibilities if she had a concern about a child. Nutritious snacks and meals were provided with water to drink. Details in the child minder's own daily diary evidenced that healthy eating was promoted regularly. The child minder had a current First Aid certificate which meant she was able to deal with minor injuries. Accidents had been recorded appropriately and parents had been asked to sign these records as confirmation that they had been informed. Children's health was also promoted as the child minder followed nappy changing procedures which avoided cross infection which we saw, including regular hand washing.

We saw recent photos of regular outdoor play in the garden ensuring children benefit from fresh air. Regular fire drills were recorded in the child minder's own diary, evidencing that children would be safely evacuated in an emergency. Smoke detector checks were also completed regularly.

The child minder successfully keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder uses positive strategies to manage interactions.

The child minder managed interactions using positive strategies such as praise, encouragement and distraction. She was able to manage interactions well according to the principles reflected within the policy. Children were reminded to share and take turns, for example with cars. Children had fun with the child minder and they wanted to please her so they listened and co-operated with her and were given stickers as rewards. The child minder was a good role model in showing patience and respect and encouraged the children to say please and thank you.

The child minder manages interactions effectively.

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

The child minder provides a range of activities to promote children's development. She knows the children in her care very well and meets their needs.

The child minder provided a good range of experiences such as opportunities for speaking and listening, spatial awareness and identifying colours. The child minder skilfully asked questions to get the best from the activities and to extend the children's thinking and learning; for example, helping children make a see saw from the building blocks. Incidental learning took place at meal times such as identifying what the colours of the plates were. The child minder skilfully told a story and included the children using questions and opportunities for them to contribute. This helped the development of vocabulary in both Welsh and English.

We saw photos of children engaged in crafts such as making snowmen pictures, hand printing and potato printing. Children had parties, went on walks, and enjoyed the visit of a neighbour's cat. The child minder carefully considered providing interesting activities as there was planning of some craft and special activities in the daily diary. Children's registration forms had all the information required to care for the children. The child minder knew the children's personal details which included any allergies because detailed records and permissions had been completed by parents. The child minder knew the children well, and had gained valuable updated information from parents about their health and stage of development. This meant that she could meet their needs in detail such as knowing when they might want to sleep.

The child minder meets children's needs effectively and promotes their play, learning and development well.

3. Environment

Summary

The child minder provides a secure and safe environment and written risk assessments evidence she is aware of how to keep children safe. The environment is child centred and homely giving the children suitable experiences. The quality of the games, toys and resources is sufficient to meet the developing needs of the children.

Our findings

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

We found the premises are safe and records show the child minder regularly checks and puts measures in place to ensure safety.

The premises were secure with the main entrance locked and the outdoor area safely enclosed. A record of visitors was kept in the child minder's own diary and there was a procedure for handing children to parents safely at home time. Written risk assessments had been recently reviewed and updated which demonstrated the child minder was aware of the potential hazards and how to manage them. These included a cover over the radiator just in case it was too hot and a safety gate ensured children stayed in the playroom and kitchen.

The child minder keeps the premises safe and secure.

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

The child minder ensures there is sufficient space and suitable facilities.

The child minder ensured the environment was suitable to provide children with homely care. There was ample space for the children to play with their chosen toy or participate in the activities in the playroom or at the dining table. A sofa enabled children to relax if necessary. Outside we saw a garden and decking area and photos of children playing outside. The toilet upstairs included a step for children to use the facilities independently. Toys were stored in boxes at the children's height for them to access easily. All areas were very clean and well decorated.

The child minder actively ensures the suitability of the environment.

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

The child minder provides children with clean quality toys and equipment.

The child minder ensured there were enough toys, games and books to keep children profitably occupied. Toys, games, equipment and the furniture were clean and suitable. We saw multicultural toys and books were available to familiarise children with other cultures. Re cycling is part of the family's routine and children knew about the containers for various items.

The child minder successfully ensures the resources and equipment are of good quality.

4. Leadership and Management

Summary

The child minder is experienced and strives to provide a quality service. Self-evaluation is effective and improvements made considering all involved. Resources are managed well and the child minder ensures she has sufficient on going support and materials. Partnerships with parents are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leadership is organised and motivated, producing good outcomes for children.

The child minder provided an up-to-date statement of purpose that reflects an accurate picture of the service provided. The practice that we saw during the visit was consistent with the information in the statement of purpose. The child minder was competent and she has considerable experience of working with children being a registered child minder for many years. We read a sample of the child minder's policies and written information was provided that they had recently been reviewed. Records were kept in organised files and were easily accessed. The child minder ensured all legal requirements are met such as sharing information with us, and up to date public liability insurance.

Leadership is successful and organised.

4.2 How effective is self-evaluation and planning for improvement?

The child minder has systems in place to evaluate the service.

The child minder had produced an annual review of the quality of care for 2017 / 2018, which included parents' views. These were obtained using questionnaires and all responses were very positive about the service. The document identified areas for improvement such as continuing to upgrade resources. She responded promptly to recommendations made at the inspection such as adding elements to the written risk assessments to reflect the high priority given to the safety of the children.

Effective self-evaluation takes place and improvements made as a result.

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

The child minder manages her service and is organised.

The child minder took her professional development seriously and ensured courses were completed regularly such as food hygiene and first aid. The safeguarding of children was ensured as Disclosure and Barring Service checks for all in the household who are over 16 years of age were current. All records were up to date and in organised files.

The management of the service is very effective.

4.4 How effective are partnerships?

The child minder has good working relationships with parents.

The child minder had written information from parents about the care of their child which was up to date. Parents and the child minder exchanged information verbally about their child's day. Photos were sometimes sent to the parents showing them what their children had enjoyed. Good, clear communication was observed and we spoke to two parents who were very happy with the child minder and the service provided.

The child minder understands the importance of working with parents closely to ensure children's needs are met.

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, inspection undertaken as part of our normal schedule of inspections. One day's notice was given to ensure the child minder's availability. One inspector visited the service on 23 January 2019 from 12.30 to 16.30.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided;
- spoke to the children and two parents;
- inspected the areas used and
- reported our findings to the child minder.

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	Elizabeth Williams
Registered maximum number of places	8
Age range of children	0 – 12 years
Opening hours	08.00 – 18.00 Tuesday, Wednesday and Thursday
Operating Language of the service	Both English and Welsh
Date of previous Care Inspectorate Wales inspection	07 December 2015
Dates of this inspection visit(s)	23 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?	No The child minder does not provide the Welsh “Active Offer” as documentation is only in English but she speaks Welsh fluently with the children.
Additional Information:	