



# Childcare Inspection Report on

**Wendy Williams**

**Amlwch**

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

**This report is also available in Welsh**



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## **Description of the service**

Wendy Williams is registered to care for up to 4 children under the age of 12 years in her home in Amlwch, Anglesey. She lives in a large, detached property with her husband and children, which is within easy walking distance of the local school and amenities. Children have use of the large lounge, kitchen/diner conservatory and downstairs toilet. 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 and the service does not implement the 'Active Offer' in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy their time with the child minder. They are happy, settled and able to make choices for themselves. The child minder knows the children well and knows their preferences, but some improvements could be made to recording children's development in order to ensure children's needs are met and monitored effectively. Children are cared for in a comfortable and homely environment and have access to a range of developmentally appropriate resources and activities. The child minder shares information daily with parents and is aware of her responsibilities but needs to make some improvements to her statement of purpose in order to fully meet legal requirements.

### **2. Improvements**

We did not note any significant improvements to the service since the previous inspection.

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

We found the child minder was not compliant in respect of regulations in relation to her statement of purpose (regulation 15).

We have also made recommendations regarding tracking children's development, record keeping, toy storage and ensuring policies, risk assessments and the quality of care are dated and reviewed annually.

# **1. Well-being**

## **Summary**

Children are happy, settled and feel secure as they have formed bonds of affection with the child minder. They enjoy the activities available to them and are curious to explore their environment. Children are forming friendships and are learning to take turns and share with their peers.

## **Our findings**

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

Children feel valued as they are listened to and are able to follow their interests.

Children were able to make choices and decisions. They were comfortable to approach the child minder and ask for certain toys to be provided. For example, one child asked for the box of building blocks to be brought out from the storage unit, and the child minder promptly responded to their request. The children were able to choose freely what activities they would like to take part in and were able to access most resources independently. Children were confident to express themselves and knew they would be listened to by the child minder. For example, while reading a story together, the children were confident to offer ideas as to why the characters in the story were feeling sad. The child minder listened intently to what the children had to say and their views were acknowledged and respected.

Children are confident to make choices and decisions and feel comfortable expressing their views.

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

Children are happy, settled and comfortable in their surroundings.

Children had formed close bonds with each other and with the child minder and happily played together. One child approached the child minder when they were feeling a little shy but they quickly settled after receiving plenty of cuddles and reassurance from her. Later, they were confident to approach us and were eager to show us the toys they were playing with and tell us about their morning outing to the swimming pool, showing they felt secure in their surroundings. It was evident children felt valued as their achievements were celebrated. For example, children were eager to show the child minder when they had completed a colouring activity and beamed with pride on receiving praise for their efforts.

Children feel secure and valued as they have formed close relationships with 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 and were beginning to form friendships. Two children played imaginatively at having '*magical powers*' to '*freeze*' people. They instructed each other and called out to indicate when it was their friend's turn. Later in the afternoon, they enjoyed rocking together on the two rocking toys. They called out and sang '*see saw*' to each other and each child was eager to involve the other in their play. Children were also able to share toys and take turns appropriately. For example, the children brought a noisy book over to the child minder for her to read them the story. They both sat on her knee and enjoyed looking at the book together, listening intently as she read the story and waiting patiently whilst taking turns to press the buttons to activate the sounds.

Children have formed friendships with their peers and cooperate well.

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

Children are able to explore the environment freely and are interested in the resources and activities available to them.

A suitable range of activities were available for children to choose from. Children were able to follow their interests and direct their own play. For example, both children played together with the dolls for an extended period. They enjoyed their imaginative play and we heard lots of laughter and happy chatter as they chatted about what the babies were doing. One child enjoyed playing with the toy vehicles. They played imaginatively, exploring the different vehicles, rolling them along the mat, happily signing to themselves as they played. Another child brought another book over to the child minder. They both proceeded to sing the song from the book together and the child joined in with sounds and actions. The child clearly enjoyed this activity as there were lots of smiles and chuckles and they stated they wanted to sing the song again when they had finished.

Children enjoy their play and are able to focus on a task for an appropriate amount of time.

#### **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.

Children were engaged in play activities of their choice throughout our visit and chatted and instructed each other on what to do next. Children were encouraged to do things for themselves and were encouraged to complete self-help tasks independently. For example, children were encouraged to use the toilet and wash their hands independently and to fetch resources as and when they wanted them. Plenty of time was given during activities to ensure children were able to complete them at their own pace.

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

## **2. Care and Development**

### **Summary**

The child minder knows the children well, promotes positive interactions and responds to their individual needs effectively. She provides nurturing care and knows children's individual needs well but could make improvements to the way activities are planned.

### **Our findings**

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

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

The child minder has a good understanding of how to protect children and of safeguarding procedures. She had completed training on safeguarding children and paediatric first aid, meaning the child minder knew how to administer basic first aid when needed and deal with emergencies. Accidents and incidents were recorded in a diary and signed by parents. Fire drills had been completed frequently and appropriately recorded, although we discussed the need to include the time of the fire drill in these records.

The child minder promoted good hygiene with regard to snack and meal times; tables were wiped before use to ensure they were clean and children were supported to wash their hands to reduce the risk of cross contamination. Liquid soap and paper towels or individual washcloths were available for children in the bathroom. We did not observe the child minder changing a child's nappy, but did discuss the procedure she followed and found this was in line with current best practice.

The child minder has appropriate measures in place to ensure the children are safe and healthy.

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

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

The child minder has formed positive relationships with the children in her care. She spoke with children 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 behaviour management policy detailed how unwanted behaviour would be dealt with in a positive way. This was also reinforced through our observations. Children were gently reminded of what was expected of them. For example, the two older children were reminded to be careful when playing next to a baby. This was explained in a way the children understood and they responded positively to the child minder's request. Children were redirected to other activities when the child minder noticed that children were unsettled or frustrated. This promoted positive interactions.

The child minder supports the children's emotional well-being by using appropriate methods to ensure children are happy and settled.

### **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.

Through conversations with the child minder, it was clear she understood the need to provide children with a variety of play and learning activities. She provided nurturing and responsive care to the children. We saw her mindfully caring for the younger children, providing cuddles and reassurance as required. She encouraged children during their play and asked simple questions. For example, she encouraged them to build objects with the building blocks and asked simple questions about what they were doing. A timetable was in place for activities such as story time at the library and toddler swimming sessions. There were no formal activity plans in place for the times spent at her home. It was evident the child minder knew the children's preferences, such as what they liked to eat as well as what they liked to do. Records detailing children's preferences were noted on children's files to enable the child minder to meet their individual needs. The child minder shared information with parents of younger children either verbally or via instant messages on social media, informing them about their child's progress and the activities they had taken part in that day. However, there were no formal processes in place to track older children's progress or developmental stage. We explained to the child minder how it would benefit children if records were kept of each child's development stage or needs. These records could be used to plan children's future play and learning and would identify areas where children may require more support, or equally identify more able children who should be further supported with more stretching goals as well as providing evidence that children are experiencing a range of activities to promote their all round development.

The child minder provides nurturing care but needs to record her observations to support children's development.

### **3. Environment**

#### **Summary**

The child minder provides children with a comfortable environment with a range of resources to suit children's ages and stages of development. Resources are clean and in good order.

#### **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 and garden were secure and the doors to the premises were kept locked to prevent unauthorised access. We were asked to show our identification on arrival and the child minder also showed us her visitor's book. Hazards to children had been identified and measures put into place to manage or eliminate them where possible. For example, radiators had been covered to prevent burns. Risk assessments were in place for all the areas used by children and for regular outings. The child minder stated she reviewed these regularly but this was not recorded. We advised the child minder to record each time the risk assessments were reviewed or updated in order to better monitor this is done at regular intervals.

The child minder ensures children's safety is prioritised and appropriate measures are in place to ensure risks are managed and where possible eliminated.

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

The child minder ensures children are cared for in a homely and well maintained environment.

Children had use of the spacious play room which had plenty of space for them to move around and play or to sit and rest on the comfortable furniture. Children were also able to sit at the child-sized table and chairs to complete craft activities, or at the dining table in the kitchen when accompanied by the child minder. Low level storage boxes enabled children to access some toys and resources independently, although labelling these would enhance children's play and enable them to make choices more easily, promoting their independence. Children had access to a secure outdoor garden where they could play, but the child minder explained they had not used the garden yet this year and would check all equipment and areas prior to children using this area. She stated they had been visiting the nearby playground in the meantime so children had the opportunity to play outdoors in the fresh air and take part in physical activity.

The child minder provides a homely atmosphere, which is suitable for children's needs.



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

The child minder ensures children have access to furniture, toys and materials that are appropriate and suitable for their needs.

We found a satisfactory range of play and learning resources suited to the children's ages and stages of development, such as construction, craft materials and games. Resources were well organised into boxes and easily accessible. Those which were out of reach to children were stored well and were provided on request without delay. Steps and potties were available in the bathroom to promote children's independence and to help with toilet training. The child minder told us toys were cleaned regularly with antibacterial wipes or spray, although this was not recorded. We discussed the need for the child minder to record how often she cleaned resources and equipment.

The child minder provides children with satisfactory resources and equipment.

## **4. Leadership and Management**

### **Summary**

The child minder is experienced, suitably qualified and understands what improvements need to be made to run the service effectively. Policies and procedures are in place for all aspects of the service. Information is shared regularly with parents to ensure they are kept up to date with their child's progress.

### **Our findings**

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

The child minder understands she needs to address some areas of her service.

The child minder had produced a statement of purpose, which did not reflect how the service was currently run. The child minder told us she was currently updating this document to reflect the recent changes in the service. Policies and procedures were in place for all relevant aspects of the running of the service. These were comprehensive and provided all the information parents would need about each aspect of the service. However, these were not dated. We asked the child minder to ensure these were dated in order to evidence they had been reviewed annually.

We saw from written records the child minder had asked parents to complete registration forms and contracts before their children started. These contained all the required information. Permission slips had also been signed by parents for many aspects of the care provided to children, including for photographs, outings, the administration of medication, sun cream application and first aid. Children's files were comprehensive and contained details of children's likes, dislikes and their usual daily routine.

The child minder generally manages her service appropriately but needs to improve some practices in order to fully meet with National Minimum Standards.

#### **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

The child minder told us she had not received any concerns about the care she provided. We were shown a report reviewing the quality of care. This was written in response to feedback received from children and parents and included subsequent actions to be taken to improve the service. The child minder stated this was for the current year, however the report was not dated. We advised the child minder to include the date on which the review had taken place in order to evidence a review has taken place annually as is required.

The child minder welcomes feedback about her service and is committed to provide a good quality service which meets children's and their parent's needs.

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

The child minder demonstrates she understands her responsibilities in managing the service.

The child minder was aware of the importance of working within the regulations and National Minimum Standards. Both the child minder and adults aged over 16 years living at the service held current satisfactory Disclosure and Barring Service (DBS) certificates. This demonstrated she was aware of the need to ensure those persons having contact with children held the relevant checks.

The child minder had difficulty finding some of the documents we asked to view as they were not well organised. We discussed this and advised that having an appropriate system in place would ensure she was able to access important documents easily, and reduce the risk of documents being lost.

The child minder manages resources appropriately.

### **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 of younger children via text messages or instant messaging services, as this was their preference as opposed to diaries. The child minder told us information was shared verbally with the parents of older children at the end of each day. This ensured parents were kept up to date with what activities their child had taken part in, what they had eaten and their general mood. We discussed how the child minder could keep her own account of children's day so she could refer back to this should she need to and further improve working in partnership with parents. The children and child minder told us how they used the local amenities, such as the shop and park regularly and enjoyed visiting local activities weekly, including story time at the library, toddler swimming sessions, Welsh sessions and toddler groups. This enabled children to socialise with other children of the same age who live in the area and enhanced their social development.

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 also informed the child minder that she was not compliant with the following regulation. We have not issued a non - compliance notice in relation to this matter as we did not find evidence on this occasion, it had an adverse impact on children's well-being. However, the child minder must take action to address this matter:

#### **We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 15:***

The child minder must ensure the service's statement of purpose gives an accurate reflection of the service. This was not the case at the time of inspection as the contact information for Care Inspectorate Wales (CIW) it contained was out of date, the policy summaries were out of date and the document did not accurately record the number of children the child minder is registered to care for.

We made the following recommendations for the child minder to consider:

- implementing more formal processes for activity planning and keeping records of all children's progress in order to use this information to plan their next steps of learning;
- labelling toy boxes so younger children will be able to tell what is stored inside, thus creating opportunities to enhance their independence;
- keeping a record of when resources and equipment are cleaned;
- the child minder should ensure all paperwork pertaining to the running of her child minding business is well-organised; and
- noting/recording the exact dates on which policies and risk assessments and the quality of care are reviewed on each document.

## **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 14 March 2019 between 12:00 p.m. and 3:40 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;
- 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	Wendy Williams
Registered maximum number of places	4
Age range of children	0-8 years
Opening hours	8:00 a.m. – 6:00 p.m. Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	8 February 2016
Dates of this inspection visit(s)	14 March 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 or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	

No noncompliance records found in Open status.