



Childcare Inspection Report on

Elizabeth Jones

Mold



Date Inspection Completed

03/09/2019

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Description of the service

Elizabeth Jones provides her child minding service from within her family home in Mold, where she works alongside her husband who is also a registered child minder. She provides care Monday to Friday 8:30 to 18:00, currently term time only. She is registered to care for no more than 10 children under 12 years of age, at any one time. English is the main language used.

This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

1. Overall assessment

Children are happy and settled in the care of a child minder who listens to them and caters for their needs. They enjoy learning skills through their play and interact well with others. The child minder is a good role model to the children and she helps to develop their language skills. She implements effective policies and procedures, keeping the children safe and promoting a healthy lifestyle. The child minder plans opportunities that help the children develop and these are interesting and encourage children to learn through their play. The environment is safe and provides enough space for children to play and learn. It is equipped with good quality resources that are suitable for the ages and stages of development of the children. The child minder manages the service well and ensures regular self evaluation is completed and changes made that benefit the children. She ensures core training is kept up to date and positive partnerships are developed with parents and the local community.

2. Improvements

Since the last inspection the child minder has

- ensured risk assessments are completed and reviewed regularly;
- written a quality of care report that considers the views of others;
- continued to update their core training and complete training that supports them in the care they provide, including Makaton;
- purchased new resources including, a low level high chair for non walkers, child sized seating for the snack table, puddle suits so children can play outside and a large pop up gazebo for hot days, and
- developed a small forest school area outside that includes a mud kitchen.

3. Requirements and recommendations

No recommendations were made on this occasion.

1. Well-being

Summary

Children have choices and make decisions related to their care and how they spend their time. They feel safe with a child minder they have developed a positive relationship with and they know their needs will be met and interests considered. Children enjoy their play activities and are able to develop a range of skills.

Our findings

Children have choices and they moved freely around the environment, confident to explore their surroundings and choose what they wanted to play with. Children were given opportunities to play indoors or outside if they wanted. They expressed themselves and shared their ideas and needs with the child minder, knowing they would be listened and responded to appropriately. Children's needs and preferences took precedence over the routines. For example, a child was able to sleep when they were tired and eat when they were hungry. Children expressed and shared their interests, asking for resources they wanted. For example, a child asked if they could have the sand pit to play with, which the child minder did for them.

Children had settled well after returning from their summer holidays. A young baby who had only been at the service for a very short time had already formed a bond with the child minder. They were happy to receive care and interact with them and the other children. Routines were in place to help children feel safe and know what was expected of them and what would happen next. For example, they knew they had to sit on the step to put their wellies on and take them off after being outside.

Children enjoyed being in the company of the other children and the child minder. They happily played alongside each other and were learning to share and take turns. For example, when a child was picking items up with the tweezers outside and another child wanted a go, the child minder asked if they would share, which they happily did. Children confidently chatted with each other and the child minder, sharing their news and interests. They were polite during snack and lunch time, saying please and thank you at appropriate times.

Children enjoyed playing and accessing resources that allowed them to follow their interests. They were excited to go outside and explore the natural environment. For example, when children went outside to play and they wanted to go in the mud kitchen, the child minder provided them with water. Children were having fun taking part in a range of activities such as cutting the lawn with the pretend lawnmower and playing football together and alongside the child minder.

Children were able to develop a range of skills as they had access to appropriate resources and facilities that were suitable for their age and stage of development. Children were active, developing their coordination skills. For example, playing on ride on toys and climbing the ladder to the slide. Children had opportunities to play with resources made

from natural materials. For example, a baby was showing real interest and curiosity in a large twig the child minder had given them to play with.

2. Care and Development

Summary

The child minder implements positive procedures and policies that ensure children are kept safe. She promotes a healthy lifestyle and encourages children to enjoy the fresh air. The child minder models good interactions, listening and responding well to communications from children, helping them to develop their language skills. The child minder understands child development and provides appropriate and exciting opportunities for the children, to support their learning and development.

Our findings

The child minder had effective policies and procedures in place to ensure children were kept safe and these were implemented well. She had attended safeguarding training and knew the procedure to follow should she have concerns about a child. The child minder ensured daily routines promoted a healthy lifestyle. For example, hands were washed at appropriate times and tables cleaned before being used by children for snack and lunch times. The child minder provided children with healthy snack choices and although parents provided lunch they were encouraged to provide healthy foods.

The child minder provided resources that encouraged children to be active inside when it was not possible for them to go outside. For example, ride on toys in the conservatory. Whenever possible children were encouraged to be outside, enjoying the fresh air. Photographs showed children wearing suitable clothing that allowed them to go outside in the cold, damp weather.

The child minder demonstrated positive interactions, teaching the children good manners and helping to develop their communication skills. She consistently spoke to the children in a calm and caring manner, praising achievements and milestones. For example, lots of words of praise and celebration when a child managed to throw successfully. The child minder understood nonverbal forms of communication expressed by the younger children who were not yet able to talk. She responded to these, giving the children a sense of value. For example, a baby was showing real interest in the other children when they were on the trampete, so when it was available she gave the baby a turn , sitting on it and bouncing them as they giggled.

The child minder was able to talk about the children with obvious care and knowledge regarding their individual needs and preferences. She already knew a lot about a baby who had recently started, so was able to provide the individual care they needed. The child minder planned appropriate and exciting opportunities that helped the children learn and develop. For example, the child minder took the children to forest school once a week so they could get to know and explore the world around them. Observations made and photographs seen, showed the children enjoying a range of planned and free play activities. The child minder supported and encouraged children to develop their independence through the facilities provided and routines in place. For example, outlines of children's

shoes with their names on were kept in the hall so children were reminded to take their shoes off and knew where to put them. There was a step provided for them in the downstairs bathroom so children who were able could use the facilities independently. The child minder kept a record of children's progress and recorded their developmental milestones. She catered well for individual needs and ensured all children could enjoy the activities and opportunities provided.

3. Environment

Summary

The environment is safe and the child minder completes risk assessments to ensure potential hazards are managed well. The rooms are child centred and give children a range of areas where they can play and learn comfortably. Resources are age appropriate and of good quality.

Our findings

The environment was safe with external doors kept locked and safety gates used appropriately. Risk assessments had been conducted and daily environmental checks were completed to ensure potential new hazards were identified and managed well. For example, there was a gate at the top and bottom of the steps used to access the lower garden so children using this area had to be supervised. Safety checks were completed including fire alarm testing and gas safety checks. The child minder kept a record of children attending and any visitors, so everyone could be accounted for in an emergency. She ensured the family pet dogs were kept separate from the children and they only had access to them if agreed by parents and with supervision from the child minder.

The environment was child centred and provided children with a homely and welcoming place to be cared for. All areas were well maintained and decorated. The child minder had created a specific playroom for use by the children. This gave them a sense of belonging and freedom as they could access resources independently. The lounge gave children somewhere to sit and relax, or have some quiet time and the conservatory was used for eating, craft and larger play equipment such as a slide.

The outdoors was inspiring and encouraged children to be active and learn about the world around them. It was surrounded by trees that attracted wildlife and the children showed real interest in the different creatures and items they found and saw and this was supported and encouraged by the child minder. The introduction of a new small forest area was being thoroughly enjoyed by the children. They had fun playing with water and looking for natural items such as pine cones and acorns.

Equipment and resources provided by the child minder were of good quality and age appropriate with a mix of plastic and natural materials such as sand. The child minder had recently purchased child sized chairs and a low level high chair so children could sit comfortably, be independent and children of all ages could socialise when sitting together at the table.

4. Leadership and Management

Summary

The child minder is effective in her management of the service. She ensures policies and procedures are implemented and self evaluation is completed regularly and improvements are made that benefit the children. The child minder keeps her core training up to date and has developed positive partnerships with parents. She ensures she utilises local places of interest to enhance the children's experiences and is an active member of the community.

Our findings

The child minder managed her service well, ensuring all policies and procedures were implemented and updated regularly to reflect current practice. She had developed a statement of purpose that gave parents the information needed for them to decide if it was the right care for them and their child. The child minder understood her responsibility to meet regulations and National Minimum Standards.

The child minder used self evaluation to identify improvements and make changes to the service that benefitted the children. She collected and considered the views of parents and children and responded to the suggestions made. For example, a parent had suggested having a secure social media page to share photographs and information. The child minder listened to this suggestion and developed a secure page. Parent views were collected through questionnaires twice a year and these formed part of the quality of care report the child minder wrote every year.

The child minder worked closely with her husband who was also a registered child minder. They worked well together, fully understanding their roles and they had good routines in place to ensure the smooth running of the service. She ensured her and her husband's core training was up to date. For example, safeguarding, first aid and food hygiene. She also made sure their Disclosure and Barring Service checks were current. The child minder considered the individual needs of the children and completed training that helped her to cater for these needs. For example, she had recently completed Makaton training that helped her to communicate with children who were nonverbal.

The child minder had a good relationship with parents. She kept them up to date with their child's day, experiences and development through discussions at the beginning and end of the child's day, daily diaries for the younger children and sharing photographs and information on the secure social media page. The child minder had introduced some extra touches that encouraged parents to be involved in the service and support their child's learning. For example, there was a selection of books in the entrance hall that parents could borrow and share with their child. The child minder helped children to gain a sense of belonging through using local places of interest to enhance their learning. For example, visiting local parks, indoor play centres and the zoo. The child minder promoted and supported children in developing their social skills. The child minder and her husband ran

local toddler groups, which give them and the children an opportunity to get to know and interact with other children and adults.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

No recommendations were made on this occasion.

6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the provider was given short notice to check their availability. One inspector visited the service on 3 September 2019 from 9:00 to 12:45.

We:

- Inspected a range of paperwork including, policies and procedures, registers, risk assessments and three children's files;
- observed practice to evidence the children's engagement and the care being provided by the child minder;
- spoke to the children and both child minders;
- inspected areas used by the children, and
- gave feedback to the child minder on the day of inspection.

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 Jones
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	8:00 – 18:00 Monday to Friday, currently term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	06 September 2016
Dates of this inspection visit(s)	03 September 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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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