



Childcare Inspection Report on

Angela Davies

Aberystwyth



Date Inspection Completed

11/05/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Angela Davies provides a child minding service for a maximum of five children from her home in the rural village of Penrhyncoch, on the outskirts of Aberystwyth. The service is known as 'Lily's Childcare'. The service is open from 8am to 6pm Monday to Friday. The service is provided predominately through the medium of English.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

We found that children attending Angela Davies' child minding service are very happy, settled and at ease. They are offered a vast range of stimulating, well thought out and enriching activities. The children enjoy lots of outside play and more structured activities in her garden and within in the local area. The child minder is very experienced and exceptionally well qualified and she applies her skills and knowledge expertly thus ensuring that children benefit from the care she offers. She knows the children in her care well, and she uses her knowledge of their skills and preferences to tailor activities and care to meet individual need. She supports them to develop as individuals with affection. Her organisational skills are exemplary and the children are cared for within an environment that is child centred and focussed on the children's health and wellbeing.

2. Improvements

The child minder has purchased sun parasols to provide shade in the garden which allows the children to enjoy their time outside safely. A small, child sized wash hand portable sink, has been provided which allows the children to wash their hands at any time during the day and has reduced the need to use the basin in the toilet area.

3. Requirements and recommendations

We have made a few minor recommendations and these are detailed at the back of this report.

Summary

Children have excellent opportunities to make choices and decide what they want to do within this service. They have a very strong voice and know that their wishes and needs will be met. They are settled, secure, valued and they enjoy affectionate trusting relationships with the child minder. Their interactions are within the boundaries of their age and stage of development. The children are beginning to become increasingly independent and they are starting to develop their own play ideas. They enjoy a range of interesting and richly stimulating play experiences both in and out of the child minder's home. Children thoroughly enjoy their time with the child minder.

Our findings

We found that children had plenty of choice and they expressed their likes and dislikes confidently. Children selected toys and games freely during our visit and we saw that they communicated their needs to the child minder in a variety of ways. For example, children played with a magnetic fishing game. The children pointed or handed the fishing rod to us to indicate that they wanted help or for us to join in. Children asked for specific toys, such as 'the red fire engine' or the 'digger truck' so they could lift the real wood blocks into it. Some children asked for help to make a house out of stickle bricks and they told us eagerly that they had been outside playing with tractors and coloured sand.

Children were very relaxed, content and at ease as they played and learning to co-operate. They had lunch of freshly made lasagne, garlic bread and broccoli together and those who were able to told the child minder what they like. Some children helped each other by putting vegetables on their plate or offering to help feed one another.

Likewise, we noted that the children sustained appropriate levels of concentration, such as when played with construction toys, stickle bricks or used crayons and paper. The children interact well within the scope of their age and stage of understanding. We saw that great fun was had as one child looked for a sock that had gone missing. With the help of the other children the sock was found to squeals of delight. We heard children tell the child minder that they were tired or wanted a drink and their needs were met immediately. Children had fun and thoroughly enjoyed their play.

Children were confident to move around their play environment and they were able to select an activity of their choice. We saw children washing and drying their hands independently without prompting by the child minder. The children confidently 'signed' themselves in, when they arrive at the child minder's by using a simple, picture and name based self-registration system. They showed great levels of responsibility as they helped prepare the table for their lunch and helped tidy away the toys. We observed that the children were developing their independence and self-help skills very well within the child care service.

2. Care and Development

Excellent

Summary

The child minder is committed to ensuring children in her care are kept safe and healthy. She has a sound understanding of the need for robust safeguarding procedures. The child minder manages interactions very well, supporting children to effectively communicate and behave appropriately. She is exceptionally dedicated and motivated to provide care and educational activities designed to promote children's learning and play.

Our findings

The child minder fully understood her role and responsibilities to keep children safe and healthy by following her policies and procedures consistently. For example, she promoted healthy eating and provided freshly made, balanced meals. The child minder had provided a portable small, child sized wash hand sink in the play area so children could wash their hands frequently. Although the child minder was aware of the 'prevent duty' guidelines she had not undertaken the training. Discussion with the child minder showed that she understood the importance of giving children opportunities to be active both indoors and outside. The child minder carried out regular fire drills.

Discussion with the child minder showed that she knew the children very well and she was aware of any individual or additional needs. We heard the child minder use a quiet gentle voice and she used praise to good effect. The child minder also explained to the children why she was praising them, for example, 'well done, that's where the leggo goes'. The child minder was an excellent role model and promoted good manners. We observed that she encouraged the children to take ownership over everything they did at the service. The child minder managed interactions in a positive and constructive manner for example, she reminded the children to 'be kind' and 'be careful'. She had created a progressive and rich play environment for the children.

The child minder had an excellent level of knowledge and understanding of child development and the individual needs of the children in her care. She had weekly plans of activities and play experiences to support specific learning outcomes for the children, as well as making sure that the children had fun. We saw developmental records showing how she tracked children's progress and identified what skills children had achieved and those that were emerging. We saw that she used the information about children's developmental progress to support future planning and she tailored activities to children's individual needs. The child minder effectively promoted learning and development through well planned, thoughtful and stimulating activities.

3. Environment

Excellent

Summary

The child minder ensures that the premises are safe and secure. The indoor and outdoor play areas are exceptionally well maintained and child-centred; containing interesting areas for play. The indoor and outdoor play area are set up to encourage children to be active, inquisitive, reflective and creative. The child minder ensures toys and resources are of a good quality and offer children an opportunity to practice using their senses and learn about the world around them.

Our findings

The child minder makes sure that the children were cared for in a safe, clean and secure environment. The child minder provided a child-centred play environment, and had a purpose designed play room set up to support children's learning. She gives the outdoor environment a high priority and children have access to good quality toys and equipment that suit their individual needs.

The child minder kept the front entrance door locked and visitors were expected to sign in and out of the premises. The child minder reviewed her risk assessments in March 2019 and these were found to be comprehensive and covered all aspects of her service. We observed her carrying out routine cleaning, for example before and after lunch, tables were wiped down appropriately. She used a clean apron and gloves every time she changed nappies. The child minder ensures that the premises and outdoor play area provide a rich learning environment for children. The layout and design of the environment promotes children's independence.

The child minder had made sure the play environment was child centred and appealing, filled with lots of interesting activities, play equipment, colourful posters, friezes and number lines. She stored toys at a low level on open shelving or in trays which had the name and a picture of the contents on to help children recognise what was in them. The child minder also stored cups and cutlery in a low-level cupboard and we saw children accessing these independently. The child minder had provided a small table and chairs which the children used at meal times and to do their craft activities. She had also ensured that children could relax comfortably as she had provided beanbags and small child sized arm chairs for them to use in the playroom. The child minder ensured that the play environment was very suitable.

The child minder provided equipment and resources of a very good quality. The child minder had made sure that the children had access to wide a good range of books and toys that were suited to their age and stage of development and reflected positive images of diversity; such as jigsaws, construction blocks, and craft resources. She had a small toilet seat and a potty available to support children in their toilet training and had provided mats and travel cots for children's sleep. The child minder gave the outdoor space a high priority, and we saw that it was used regularly.

4. Leadership and Management

Excellent

Summary

The service is managed exceptionally well with all policies and procedures up to date. The child minder is very well qualified and has considerable experience. Planning is outstanding and meaningful, it fully supports outcomes for children. She provides a service where children are at the heart of every decision and their well-being is paramount. Partnerships with parents are strong and there are links with other child care professionals which helps them provide excellent support and care for children.

Our findings

The child minder had high expectations for herself with a very clear vision and sense of purpose for her service. We noted that care was delivered in line with her Statement of Purpose and all regulations were complied with. She had effective policies in place and we observed that these were fully implemented in practice. The child minder modelled behaviours, such as a calm, consistent approach with the children which created an ethos of respect.

The child minder had systems in place to identify what she did well and the areas that needed to improve. She had completed a quality of care review and produced a supporting report illustrating her findings. We noted that the child minder promoted a positive culture of continuous self-evaluation which was embedded in her daily practice. She had good systems in place for gaining the views of children and parents. Discussion with the child minder showed she was open to new ideas and embraced the need to continually improve.

The child minder had positive partnerships with parents and information was shared in a number of ways such as verbally as parents drop off and collect their child, in writing and electronically. Questionnaires received from parents gave us a range of positive views such as *'very happy with the service'*, *'my child loves going there....'*

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Consider obtaining copies of the Public Health Wales Guidance Cross Infection Control for Child Minders, Playgroups and Day Nurseries and the Welsh Government's Food and Nutrition Guidance 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 14 May for approximately 3 hours.

We:

- Inspected a sample of documents, policies and procedures, including information about the child minder, children's records, planning, quality of care review and risk assessments;
- spoke to the children and the child minder and
- inspected all areas used by the children

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	Angela Davies
Registered maximum number of places	5
Age range of children	0 to 12 Years
Opening hours	8.00 am to 6 pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 August 2016
Dates of this inspection visit(s)	11/05/2019
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: This service 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 their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	

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