



# Childcare Inspection Report on

**Amy Jennings**

**Llandudno**



**Date Inspection Completed**

22/10/2019

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Amy Jennings works alongside another registered child minder to provide her child minding service. Care is provided from her family home which is in Craig –y-Don, Llandudno. Her own two children are present after school during child minding hours and are accounted for within the child minding ratios. The child minder provides care Monday - Friday 08:00 to 17:45. She is registered to care for no more than 10 children under the age of 12 years at any one time when working alone and no more than 15 children under the age of 12 years when working in partnership with the other registered child minder. English is the main language used. This is a service that does not provide the Welsh Language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are encouraged to develop positively and make choices because their attempts at communication are valued and listened to by the child minder. She is experienced and has a secure understanding of how to keep children safe and healthy and effective policies and procedures are in place to support this. She manages interactions positively and provides responsive care to the children's verbal and non-verbal cues. She has a good understanding of child development and the Foundation Phase. Processes related to tracking children's progress are well established and used beneficially to effectively identify children's next steps. She understands her responsibilities in relation to keeping the environment safe and secure and conducts regular safety checks. She works collaboratively with the other registered child minder to ensure that the environment remains hygienic and children remain safe. Her leadership and management of the service is highly effective and she is inducting the other registered child minder successfully into the procedures of the service so that shared responsibilities are established.

### 2. Improvements

The child minder has worked hard to achieve the recommendations made during her last inspection. She has reviewed her infection control procedures and implemented any necessary changes. She has renewed training required by regulation, including safeguarding, and is mindful of how environmental influences and her own practices can affect children's development. She keeps thorough and detailed development records of

the children's progress which help her to effectively identify children's next steps and provides a treasured keepsake for parents.

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

We made recommendations in relation to the development of loose parts play; the introduction of more natural, recyclable and tactile resources into the children's indoor play space.

# 1. Well-being

Good

## Summary

Children are settled, relaxed and develop relationships positively. They interact happily with each other and the child minder and are learning to co-operate and play together. They engage well in play based activities which they are able to choose independently. They are confident to explore their environment freely, know the routine of the service securely and are developing positively.

## Our findings

All children were confident to express themselves and communicated their needs successfully, their individual needs taking precedence over the daily routine. For example, each child was allowed to sleep for the length of time they required. Children were calm and settled and had formed a positive relationship with the child minder. They chatted to her happily about their play whilst she was sat near them on the playroom floor, joining in their play when prompted to do so.

Children expressed enjoyment openly, smiling and having fun as they played. Older children arriving from school had a clear sense of belonging. They took their shoes off on their arrival and immediately and contentedly joined in the play, confidently laying out a picnic and involving others in their play. Children were polite and used good manners, for example, we heard the children thanking the child minder when their dinner was passed to them. They co-operated well with the child minder, and their choices and decisions were respected.

Children interacted and co-operated positively with one another. They took turns well and were developing friendships. One child was able to tell us the name of their friend and offered play cues to this friend by shouting their name from the top of the climbing frame and peeping at them through the circular hole. Older children engaged positively with all of the children. For example, we heard that a baby's achievement celebrated with a cheer when they successfully posted a token into the slot on one of the toys.

Children were given opportunities to become independent. They were encouraged to use open lidded cups at meal times and do things for themselves such as taking their own shoes off. They were motivated to accomplish things for themselves and were developing successfully.

## 2. Care and Development

Good

### Summary

The child minder has an appropriate knowledge and understanding of how to keep children safe and healthy. She has effective policies and procedures in place which she implements successfully to support this. She interacts positively with the children, has clear expectations for behaviour and models good standards for behaviour. She is motivated and has worked hard to develop her understanding of child development and the Foundation Phase. She has successfully established effective means of observing, tracking and assessing children's progress in order to identify their next steps.

### Our findings

The child minder had a suitable understanding of child protection procedures and is developing her understanding of safeguarding in its wider sense and her responsibilities in relation to this. She understood and followed extensively the policy for administering medication successfully; records showed that she had effectively communicated with parents to ensure the correct administration technique was used and that relevant documentation was completed fully. The child minder has kept her training required by The Child Minding and Day Care (Wales) Regulations 2010, such as first aid training, up to date.

The child minder was aware of infection control procedures. She had completed an infection control audit successfully, had reviewed this frequently and had made positive changes to the service which ensured children's health and hygiene was promoted, such as, introducing the use of individual hand towels for the children. She reminded children to wash their hands before they ate and worked collaboratively with the other child minder to ensure they were well supervised when doing so. The child minder had recently attended training on '*Healthy eating in Pre-school settings*' and had implemented this training well by offering the children home cooked, healthy and nutritious snacks, meals and drinks. However, this could be developed further by revising the current two week menu in line with the new Welsh Government guidance 'Food and Nutrition in childcare settings'.

The child minder managed interactions with children in a calm and fair manner. Expectations for behaviour were clear and 'House Rules' were written in simple language and displayed for the older children's reference. The child minder offered praise for positive behaviours and gave clear expectations regarding desired behaviours, such as the use of cutlery during meal times. The child minder acted as a positive role model, using correct terminology when speaking to the children and promoting positive play and fun when playing alongside them.

The child minder promoted children's development well by ensuring children had opportunities to participate in a wide range of exciting and stimulating outings. For example, visiting the butterfly jungle and local castles during the summer holidays.

Children's needs came first at this service with documentation detailing how outings were planned around the children's needs. For example, there were no visits on one day as the child minder wished to maintain a consistent routine for some new children to help them settle in. The child minder had developed her understanding of observation, assessment and tracking children's progress towards Foundation Phase outcomes successfully and had developed effective and beautifully presented development records, which ensured children's next steps were identified and developed. The child minder ensured the clearly structured daily routine offered children security and provided an enjoyable and developmental mixture of adult led activities when attending local toddler groups and child led play once in the child minder's home environment.

### **3. Environment**

**Good**

#### **Summary**

The environment is clean, secure and offers children a spacious environment in which to play. There are effective procedures in place which ensures good cleanliness and safety are actively maintained. There is a wide range of good quality toys and resources which are suitable for and appeal to the interests of the various ages of children attending, however, a broader range of natural, recyclable and tactile toys would enhance children's sensory learning experiences and their curiosity of the world around them.

#### **Our findings**

The child minder was aware of her responsibilities to ensure a safe and suitable environment for the welfare of the children. She understood the purpose of the policies she had in place and took active responsibility for cleaning and infection control procedures, which were effective. For example, she implemented a toy cleaning schedule which included the outdoor toys and mud kitchen. The child minder used effective procedures to ensure that unnecessary risks to children had been identified and eliminated. For example, by identifying a potential problem with the hall way during drop off time, discussing this at a meeting with the other registered child minder and implementing procedures to address this. The child minder understood the need to promote children's curiosity and for them to take suitable risks, for example, we saw photographs of the children using soil and leaves to make 'faces from nature' and having the opportunity to participate in tag rugby.

The premises was consistently secure from unauthorised access and effective arrangements were in place to ensure a record of visitors to the premises during child minding hours was kept. The premises was well maintained and decorated, its layout promoted the children's independence as they had ease of access on the ground floor to bathroom facilities. There was ample space for the children to play together and to sit together to enjoy their meals. The environment was well resourced with appropriately sized tables and chairs for the older children and a good condition highchair for the youngest. Low level, clearly labelled storage in the playroom enabled children to make independent choices. For example, we saw a child playing with a cause and effect toy and another helping themselves to books of interest. There were ample, good condition toys within this space however, these were mostly plastic and a broader range of household items, natural and recyclable materials would support children's sensory development and appeal to their curiosity.

## **4. Leadership and Management**

**Good**

### **Summary**

The child minder has a clear statement of purpose, which effectively communicates her vision for the service. She has high expectations of herself, the child minder she works in partnership with and the service they offer. She understands the process of self-evaluation and reflective practice and has procedures in place in preparation for conducting a review of the quality of care provided. The child minder works effectively in collaboration with the other registered child minder and together they have implemented successful working practices which benefit the children. The child minder keeps parents well informed and she has developed positive community links through attending local toddler groups.

### **Our findings**

The child minder had a good understanding of her responsibilities to meet the requirements of the regulations. There are effective policies in place, which she keeps under review, and a detailed statement of purpose, which is kept up to date and reflects the service as it currently operates. For example, it was recently updated to include the other newly registered child minder. The child minder understands her responsibility to notify Care Inspectorate Wales (CIW) of changes to the service and does so in a timely manner.

The child minder understood the requirement to review the quality of care and had suitable procedures in place for gaining the opinions of the parents and children in relation to the service. An annual quality of care review for 2019 is yet to be drafted. Monthly meetings between the child minders ensure regular opportunities for reflective communication have been established. During these meetings the child minders were able to discuss their practice, share ideas and agree training needs which kept their understanding of current best practice up to date. Neither child minder speaks Welsh however, they do recognise their responsibilities in relation to promoting the Welsh language, such as creating a bilingual questionnaire to send home to parents when assessing the quality of care they provide.

The child minder works effectively and in good collaboration with the other registered child minder to ensure they are deployed well for the benefit of children. She is well organised and has effective systems in place to ensure the service remains complaint, for example, a matrix to show the expiry date of training such as first aid. She ensures her training is kept up to date and that regulatory requirements, such as current enhanced criminal records for household members over the age of 16 are renewed.

The child minder communicates enthusiastically with parents during collection, providing them with information about their child's day and also provides them with a written communication book which offers an accurate record of sleep times, meals eaten etc. The child minder makes the most of the local community, utilising the park opposite her home

and being a regular attendee at the local toddler groups. A parent we spoke to was happy with the service they received and was pleased with how settled their child was.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommend the child minder could:

- Consider ways of introducing loose parts play into the service.
- Introduce more natural, recyclable and tactile resources in to the children's indoor play space.

## 6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections and was unannounced. One inspector visited the service on 22 October 2019 from 12:55 to 16:30.

We:

- Inspected a range of paperwork including, policies and procedures, registers, risk assessments and children's development records and a child's personal information file;
- observed practice to evidence the children's engagement and the care being provided by the child minder;
- spoke to the children and child minder;
- inspected indoor areas used by the children, and
- gave feedback to the child minder over the telephone following the inspection.

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	Amy Jennings
Registered maximum number of places	15
Age range of children	Under 12 years
Opening hours	08:00 – 17:45 Monday to Friday however, the child minder is prepared to offer care between 06:00 – 08:00 Monday to Sunday by prior arrangement should parents need it.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 July 2016
Dates of this inspection visit	22 October 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:	

Date Published 12/12/2019