



Childcare Inspection Report on

Ffion Jones

Pwllheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/01/2020

Welsh Government © Crown copyright 2020.

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
You must reproduce our material accurately and not use it in a misleading context.

| 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

Ffion Jones is a child minder who provides care from her home in Efailnewydd, Near Pwllheli and is registered to care for a maximum of 10 children under 12 years of age. The service is open from 08.00– 18.00 hours, Monday to Friday. The child minder employs an assistant. The child minder provides the ‘Active Offer’ of the Welsh language.

Summary

| Theme | Rating |
|----------------------------------|----------|
| <u>Well-being</u> | Good |
| <u>Care and Development</u> | Adequate |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

1. Overall assessment

Children are happy, confident and have positive interactions with the child minder and each other. The child minder is experienced in the field of early years and provides children with a range of activities to promote their play and learning. The environment is welcoming to children and they have a suitable range of age appropriate resources to extend their play and learning. The child minder manages her service well and has positive partnerships with parents.

2. Improvements

The child minder has successfully addressed the matters raised following her registration visit in order to keep children safe and improve practices.

Since this inspection we have received a revised statement of purpose and the child minder has confirmed the garden chairs and a table have been removed. As the child minder cannot find a satisfactory remedy to replace the plastic windows in the Little House which keep breaking, the Little House will be removed in the near future.

3. Requirements and recommendations

During this inspection, we identified one area where the child minder is not meeting legal requirements in relation to regulation 28; a complete staff file must be in place for the assistant. A non-compliance notice has not been issued as the matter did not affect children’s safety or well-being. The child minder has been informed in order to address the matter.

Recommendations were made in relation to care and development and the environment.

1. Well-being

Good

Summary

Children make their own decisions and have a strong voice. They are genuinely happy and have good interactions with each other and the child minder. Children are well settled, enjoy their activities and successfully learn different skills through play.

Our findings

Children had choice of which activities they wanted to participate in and could easily access what they wanted to do, as items of play were within reach. For example, children chose to play both indoors and outside and decided which toys and equipment they wanted to use. Children had a strong voice and what they had to say was listened to every time. For example, they chose which fruit they wanted to eat at snack time and their choices were respected.

Children were settled and at ease with each other and the child minder. They were extremely confident and approached us to ask what we were doing and showed us the toys they liked to play with. They were excited to go outdoors and eager to play with a choice of resources in the fresh air. They had close relationships with the child minder and laughed when they all hugged her together as she sat next to them putting toys away before going outside to play.

Children were beginning to learn how to interact positively and were becoming self disciplined. For example, when a child wanted another child's toy, they listened to what the child minder had to say about turn taking and were content choosing another toy to play with whilst they waited. They were learning to co-operate by listening to instruction and, when asked, they all went to put their coats and shoes on before going outside to play.

Children had a broad range of activities to promote their learning and looked happy as they played. For example, they enjoyed looking for different dinosaurs in the exploratory tub outdoors, constructing an intricate train and carriages out of building blocks, and were heard laughing loudly as they played hide and seek. Children were busy and stimulated and learned different skills through play. For example, they enjoyed competing against each other to see who could be the quickest riding their bikes around a bicycle obstacle course. They concentrated well on riding their bikes around the obstacles and smiled broadly when they successfully completed the circuit.

Children were learning to do things for themselves with each singing along to a hand washing song as they washed and dried their hands before snack time and they took their shoes off and hung their coats up when they came inside. Children used their imagination well, making up stories as they played and carefully wielded toy swords as they pretended

to be pirates. They were learning about good health, eating plenty of fruit at snack time and drinking water to keep them hydrated.

2. Care and Development

Adequate

Summary

The child minder has close relationships with the children and knows them extremely well. She ensures children are kept safe and generally promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She consistently and successfully promotes positive interactions.

Our findings

The child minder knew what to do should she have a concern relating to safeguarding children; she understood the procedures to be taken and had completed a child protection course. The child minder held a current paediatric first aid qualification enabling her to administer emergency first aid if required. She recorded accidents and incidents, asking parents to sign the entry to keep them informed. Nappy changing procedures needed one amendment to ensure the correct procedures were followed in line with Public Health Wales' Infection Prevention and Control guidance. Although crisps and plain biscuits were offered to children on occasion, the child minder generally provided healthy and nutritious options of meals and snacks with water or milk to drink. The child minder explained how she incorporated any dietary needs into the daily menus and kept all food preferences and specific information on hand in the kitchen.

The child minder successfully promoted positive interactions and treated children with respect. She was a good role model and had a natural and genuine rapport with children, speaking to them gently and always celebrating their achievements or giving praise for showing good manners. The child minder followed the procedures set out in her behaviour management policy, which promoted positive interactions, and she made sure children had plenty to do to keep them happy and occupied.

She planned varied play and learning activities suiting the children's ages and stages of development, both inside and outdoors. Although recording how she used her observations to plan for each child's future play and learning was not currently noted, the child minder did have photographic evidence of the activities undertaken by children. For example, children were seen going for a walk on a local beach, riding bikes in a bike park and using balloons to learn colours, count and recognise the numbers written on the balloons. The child minder was enthusiastic in her role and ensured children had fun, with plenty of smiles shared as she joined in with their chosen activities.

3. Environment

Adequate

Summary

The child minder provides children with a welcoming, clean, safe and secure environment. She ensures they have access to a selection of resources which promote their play and learning and the layout of resources promotes their independence.

Our findings

The child minder ensured the premises were safe; the front door was locked, the garden secure and we signed the visitor's book after showing our identification. She had addressed safety matters raised during her registration visit. For example, the television was now secure and extendable safety gates / nets kept play areas safe in the garden. Basic risk assessments had been created and procedures for outings were in place.

The child minder kept written records of items cleaned, which evidenced these tasks were completed regularly to ensure potential cross infection was managed and where possible eliminated. Daily attendance records were accurate, meaning everyone could be accounted for in the event of an emergency. Fire exercises had been undertaken but practicing these more frequently could lead to children having a better understanding of evacuating the premises safely.

The child minder provided a clean and light environment for children to play and learn. There was enough space for children to be active both indoors and outside with resources set out enabling children to choose what they wanted. The child minder made sure there were comfortable and quiet areas where children could relax or sleep.

The child minder provided a range of clean and generally well maintained resources which suited the children's ages and stages of development. Toys and resources extended children's play and learning and promoted their natural curiosity to learn. For example, they enjoyed playing in the mud kitchen, using household items such as pots and pans. Equipment such as booster seats at the kitchen table and low level table and chairs, meant children could sit together at mealtimes or participate in table top activities. However, the child minder informed us of the impossible task of trying to keep the plastic windows in the Little House intact. She did however monitor the situation to ensure any potential risk to children was managed.

4. Leadership and Management

Adequate

Summary

The child minder has a clear vision and provides parents and their children with an organised service suiting their needs. The child minder manages resources well and has good partnerships with parents. She makes positive changes which benefit the children.

Our findings

The child minder had established suitable systems to manage the service. The statement of purpose provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder maintained the required records, such as information relating to children and daily attendance records. She kept information about her service safe to maintain confidentiality for parents and their children. For example, the child minder confirmed photographs posted on social media sites were taken from her mobile phone and shared with parents who had children attending. Written information as well as policies and procedures were available in Welsh, meaning the child minder provided the Welsh language 'Active Offer'.

The child minder was currently completing an annual review of her service and waiting for parents to provide her with their written comments. Although she told us she often implemented children's choice into the planned activities, these were not currently recorded. She had addressed the matters arising following her registration visit showing her commitment to making positive changes for the children's benefit. For example, she had secured the television and updated policies.

The child minder generally understood her role in managing the service and ensured Disclosure and Barring Service (DBS) certificates were current and her first aid qualification was up to date. The child minder was qualified, experienced and was currently working towards her Level 5 qualification in the field of early years. Although she had created a staff file for the assistant working with her, not all the required documents were in place. Since the assistant was employed, the child minder had conducted one supervision meeting with her and understood these meetings should be undertaken regularly and appraisals were needed annually.

The child minder asked parents to provide her with written information about their child before they started, which gave her valuable information about the children's individual needs and preferences. Daily diaries and newsletters were completed which gave parents information about their child's daily care and any updates at the service. The child minder took children on a variety of walks and outings, which helped to extend their knowledge of the world around them.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None – this was the child minder's first inspection since registration.

5.2 Recommendations for improvement

The child minder could consider;

- Amending the nappy change policy to comply with Public Health Wales' guidance on changing nappies and the need for a two way clean;
- conducting more regular fire emergency drills;
- eliminating crisps and biscuits from the weekly menu in line with current nutrition guidance;
- keeping written records of each child's development to demonstrate how the child minder uses her observations to plan for each child's future play and learning, and
- recording how she uses the children's views in her planning.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook a visit on 10 January 2020 from 12.45 - 15.40 hours.

We;

- considered the service's registration report and any notifications;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments, child protection, complaints and behaviour management policies;
- looked at the areas used by children and the resources on the day of our inspection;
- spoke to children;
- observed children and the care they received;

- provided the child minder with detailed feedback of our findings.

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 | Ffion Jones |
| Registered maximum number of places | 10 |
| Age range of children | Birth – 12 years |
| Opening hours | Monday – Friday – 08.00 – 18.00 hours |
| Operating Language of the service | Welsh |
| Date of previous Care Inspectorate Wales inspection | First Inspection since registration |
| Dates of this inspection visit | 10 January 2020 |
| 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? | Yes. This is a service that provides an ‘Active Offer’ of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |
| Additional Information: | |

Date Published 16/03/2020