



Childcare Inspection Report on

Jane Wallace-Daley

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
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

Jane Wallace-Daley provides care from the family home of another registered child minder in Craig-y-Don, Llandudno. Both child minders work alongside each other to provide the child minding service. The child minder provides care Monday, Tuesday, Thursday and Friday 08:00 to 17:45. Care is also available on Wednesday, however, this care is provided solely by the other registered child minder. The child minder 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
Well-being	Good
Care and Development	Adequate
Environment	Good
Leadership and Management	Adequate

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 has a secure understanding of how to keep children safe and healthy and is developing her practices by attending relevant training and learning from the experience of the other registered child minder. She manages interactions positively and provides responsive care to the children's verbal and non-verbal cues. Her understanding of child development and processes related to tracking children's progress are developing well and are benefitting children. She understands her responsibilities in relation to keeping the environment safe and secure and works collaboratively with the other registered child minder to bring about desired changes to the environment, which ensure children remain safe. Her leadership and management of the service is developing effectively and she has adopted the pre-existing policies and procedure of the service well.

2. Improvements

This is the child minder's first inspection since registration, therefore, no improvements to the service have been identified on this occasion.

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 given their snack at the time when they each awoke. During snack time children remained calm as they knew their non-verbal cues would be understood and responded to. For example, a baby's non-verbal cues for more snack were picked up on at timely intervals, with the child minder providing appropriate portions to the child.

Children were settled in the company of the child minder and expressed enjoyment openly; giggling and laughter being heard between the two youngest children as they played together. 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. Children had clear bonds of affection with the child minder. They chatted to her with ease and we saw one child confidently move the child minder's arm so that they could sit on her knee. Children were polite and used good manners, for example, we heard the children thanking the child minder when their dinner was passed to them.

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 other children. For example, we heard a baby's achievement celebrated with a cheer when they successfully posted a token into the slot on one of the toys.

Children enjoyed choosing from the array of toys available and used these creatively to develop their play. For example, making the toy characters from a popular children's film 'fly' around the playroom. They were motivated to accomplish things for themselves, for example, wiping their own faces after their meal and were overall developing successfully.

2. Care and Development

Adequate

Summary

The child minder is suitably developing her knowledge and understanding of how to keep children safe and healthy. She understands her policies and procedures and delivers these well to promote children's health and wellbeing. She interacts positively with the children, has suitable and clear expectations for behaviour and models standards for behaviour appropriately.

Our findings

The child minder had a secure understanding of child protection procedures and, since starting child minding, had developed her understanding of safeguarding in its wider sense and her responsibilities in relation to this well. She understood and followed the policy for administering first aid successfully; records showed that she had attended relevant training and was completing relevant documentation fully and in detail.

The child minder was sufficiently aware of infection control procedures at the service, such as the use of individual hand towels for the children. She ensured suitable hygiene practices were promoted such as ensuring the children washed their hands before they ate. The child minder had recently attended training on *'Healthy eating in Pre-school settings'* and had implemented this training by offering the children 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 nurturing and calm 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 frequent praise for positive behaviours and gave clear and calm explanations to younger children regarding desired behaviours. For example, explaining calmly why it was important to climb up the slide the correct way. The child minder acted as a positive role model, developing a rich language environment and promoting positive play by playing alongside the children.

The child minder promoted children's development sufficiently by ensuring children had opportunities to participate in a range of exciting and stimulating outings. For example, visiting the butterfly jungle and local castles during the summer holidays. The child minder had suitably developed her understanding of the Foundation Phase and was beginning to make observations and track children's progress in relation to Foundation Phase outcomes. The child minder ensured that the structured daily routine offered children an enjoyable and appropriate 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 well organised and effective procedures in place, which the child minder is familiarising herself with, which ensure good cleanliness and safety are maintained. There is a wide range of good quality toys and resources which are suitable for and appeal to 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 and procedures in place competently and was beginning to take responsibility for some aspects of cleaning and infection control procedures. For example, ensuring the kitchen is clean and clear in preparation for the children's meals to be prepared. The child minder ensured effectively that unnecessary risks to children had been identified and eliminated. For example, by identifying a problem with the trampoline enclosure zip and discussing this at a meeting with the other registered child minder to ensure this was addressed. The child minder understood the balance between promoting children's safety and supporting them to take suitable risks. She naturally conducted a risk benefit assessment when a child expressed a desire to slide down a low level slide the wrong way, permitting the use of the slide in this way as she recognised the benefits to the child's development but also closely supervising the child.

The premises was consistently secured from unauthorised access and suitable arrangements were in place to ensure a record of visitors to the premises during child minding hours was maintained. 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

Adequate

Summary

The child minder has a clear statement of purpose, which successfully 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 her first annual quality of care review later this year. 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.

Our findings

The service complies with the requirements of the regulations and the child minder has developed her understanding of how these are implemented in practice. The child minder has adopted the policies which were already in place but has also identified areas for policy development, such as a trampoline policy, and had worked with the other registered child minder to develop a policy suitable for their needs. The child minder intends to take further ownership over the policies by helping to review them shortly.

The child minder understood her individual responsibilities to comply with The Child Minding and Day Care (Wales) Regulations 2010 but, as she had not been operating as a child minder for twelve months yet, she had not yet completed an annual quality of care review. Monthly meetings between the child minders ensured regular opportunities for reflective communication had been established. During these meetings the child minders were able to discuss their practice, share ideas and agreed 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 compliant, 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 insurance cover, are in place.

The child minder has a clear and accurate statement of purpose, which ensures parents are able to make informed childcare choices. She communicates with parents during collection, providing them with information about their child's day and also through 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 the child minding premises 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 – this is the first inspection since registration.

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 was the child minder's first inspection since registration. It 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

7. About the service

Type of care provided	Child Minder
Registered Person	Jane Wallace-Daley
Registered maximum number of places	10
Age range of children	Under 12 years.
Opening hours	08:00 – 17:45 Monday, Tuesday, Thursday and Friday. 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	This is the child minder's first inspection since registration with Care Inspectorate Wales.
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: The maximum number of children to be looked after at any time must not exceed 10. This includes any children for which you are not receiving a reward. When working with another child minder from the same address, the maximum number of children to be looked after must not exceed 15. This includes any children for which you are not receiving a reward.	

Date Published 12/12/2019