



Childcare Inspection Report on

Lisa Williams

Holyhead

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

11/02/2020

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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

Lisa Williams is registered to care for up to six children under the age 12 from her family home in the village of Bodedern, Anglesey. The service operates Monday to Friday between the hours of 8.00 am to 5.20 pm. The main language of the service is English, and Welsh is also used so that children can communicate in the language of their choice. The service does not currently implement the Welsh Government's 'Active Offer' in relation to the Welsh language.

Summary

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

1. Overall assessment

Children are happy, settled and enjoy the activities available to them. They have developed a positive relationship with the child minder and each other. The child minder is enthusiastic about her role and provides nurturing and responsive care. Healthy lifestyles and good hygiene are promoted, with plenty of opportunities given to be physically active and play outdoors. The child minder provides care in a clean, comfortable environment, where risks are managed and monitored effectively. The child minder is organised and manages the service well. Good partnerships have been formed between the parents and information is shared with them promptly and effectively.

2. Improvements

Since the last inspection the child minder has updated her paediatric first aid certificate. All relevant household members have a current Disclosure and Barring Service (DBS) certificate. The child minder had also subscribed to an online application used to share information with parents and also to a service which provides activity resources.

3. Requirements and recommendations

We made recommendations in relation to the nappy changing procedures and the information contained on some policies.

1. Well-being

Good

Summary

Children are happy, settled and have formed positive relationships with the child minder and each other. They are able to make choices about what they would like to do and are confident to express their needs and wishes. Children enjoy the activities available to them and concentrate well on their play. They have plenty of opportunities to develop independence skills and are happy to cooperate with tasks.

Our findings

Children were confident to express their wants and were able to influence how they spent their time. For example, when one child indicated they wanted some fruit only an hour after having lunch, the child minder prepared their snack without question, showing their needs took precedent over the daily routine. Upon their return from school, the older children noticed the paint and stampers the younger children had used earlier on the work top and asked if they could create some artwork too. The child minder promptly responded to their request and supported them to set out the paints, stampers and paper so they could create some art work. Children were comfortable to follow their own interests and move freely between activities and select toys as they wished. All attempts at communication were valued, with the child minder responding promptly to children and prioritising this above any other task.

Children were settled, comfortable and secure in the child minder's care. They had formed close bonds with the child minder and her daughter, who was present on the day of our visit. They happily chatted and played together, with lots of smiles and laughter exchanged between them. They enjoyed showing the child minder, and us, the songs they sang at home and the things they liked to play with. Children approached the child minder when they wanted cuddles and knew to ask her if they needed help or reassurance. For example, one child approached the child minder for cuddles after stumbling and falling over. The child minder gently reassured them and comforted them and the child quickly settled back to play.

Children were happy to play together, share toys and take turns. For example, they shared the scoops and whisk while playing in the soapy water, chatting happily together as they did so. Children cooperated well and were happy to help with tasks. For example, when the younger children were asked to help put the toys away before collecting the older children from school, they were happy to do so.

Children were motivated to explore the activities available to them and enjoyed their play. For example, one child enjoyed building with the bristle bricks. They chatted happily to themselves as they placed the bricks on top of each other to create a structure and lots of smiles and laughter ensued. Another child enjoyed exploring the wooden loose parts, placing the wooden rings on their wrist like a bracelet. They concentrated well on searching

through the loose parts for all the rings and enthusiastically showed the child minder how many bracelets they were wearing.

Children were encouraged to do things for themselves and to be involved in tasks. For example, even the youngest children were learning to collect resources, put on their own shoes and coats and wash their hands independently. They also enjoyed learning to feed themselves at lunch and snack times, practicing to use the spoons and cups independently. Plenty of time, space and encouragement was provided for them to practice these skills.

2. Care and Development

Good

Summary

The child minder knows the children well and provides nurturing care, responding to their needs and attempts to communicate with warmth and affection. Healthy lifestyles and good hygiene are promoted, with plenty of opportunities given to be physically active and play outdoors. The child minder uses effective methods to encourage positive interactions. She plans a range of interesting activities for children and ensures parents are well informed about their child's time at the service.

Our findings

Through discussions with the child minder it was evident she had a good understanding of how to protect children and of safeguarding procedures and had also completed training on the subject. She had also completed paediatric first aid training, and any accidents were well recorded using an online application, allowing parents to be informed promptly. Records showed fire drills were performed regularly. The child minder promoted good hygiene by encouraging children to wash their hands before meal times and after using the toilet. During nappy changing the child minder used disposable gloves and placed a disposable cover on the changing mat, but she did not always use a disposable apron.

The child minder ensured children had access to fresh drinking water throughout the day. A healthy lunch of scrambled eggs on wholemeal toast, with fruit for pudding was provided on the day of our visit. The child minder also provided healthy snacks, such as hummus, crackers, vegetable sticks and fruit. Plenty of opportunities were provided for children to be physically active; they regularly played in the garden during the summer months and went out for walks and played in the local playground or went on outings to spend time in the fresh air during the winter months. This was confirmed during discussions with the children, in daily diaries and in the photographs we viewed.

The child minder had formed a close bond with the children. She spoke in a friendly and relaxed manner, showing genuine warmth and affection. This provided children with a sense of belonging and increased their self-esteem. The child minder was careful to explain what was going to happen next throughout the day and gave warnings a few minutes before activities were due to end, minimising frustration for younger children. The behaviour management policy detailed how unwanted behaviour was dealt with in a positive way and this reinforced through our discussion with the child minder. Plenty of praise was given throughout the day for good behaviour, completing activities and trying new things.

A range of interesting activities were planned in order to ensure children had opportunities to learn different skills. The child minder was familiar with each child's interests and was able to suggest activities they might enjoy. The child minder completed regular observations on each of the children and documented their time at the service through

photographs and notes on an online application. Children's daily diaries were also completed on the online application, which gave parents comprehensive information of their child's time at the service, such as what they had eaten, what time they had taken a nap and for how long and their general mood throughout the day.

3. Environment

Good

Summary

The child minder provides care in a clean, comfortable environment. She provides a range of interesting and exciting opportunities for children to play and learn. Resources are of good quality and appropriate for the children's needs. Risks are identified and effective measures are put into place to manage or eliminate any potential hazards to children's safety.

Our findings

Children's safety was prioritised and effective measures were in place to ensure risks were minimised. The premises were secure; the outdoor areas were surrounded by a fence and the front door was locked to prevent unauthorised access. Accurate records of daily attendance were maintained, which the child minder could refer to should the premises need to be evacuated quickly. Toys and play areas were checked daily for any hazards to children's safety. Written risk assessments highlighted what measures were in place to manage potential hazards to children. The child minder reviewed and amended these risk assessments monthly; any additional factors, such as Christmas decorations, added as and when required. This ensured any potential hazards were monitored and managed effectively.

The premises were clean, well decorated and welcoming. The child minder had set up the play area so children could move around and access resources freely and independently. Foam tiles were placed on the floor in the play room, making it more comfortable for babies and toddlers to sit and crawl. Children were also able to use the large dining table in the adjoining kitchen area for snacks, meals and craft activities. Samples of the children's work were proudly displayed on the noticeboards, giving children a sense of belonging.

The child minder ensured toys were stored appropriately, well organised and easily accessible so children could choose them freely as they wished. A large selection of toys and materials were available to children, including board games, jigsaws, dolls, cars, sensory toys, musical toys and a play tent. The outdoor area was also tidy and contained a wide variety of activities for children to enjoy during the summer months. For example, a large playhouse, slide, swings, sand and water play areas.

Toys and resources were clean and in good condition. The outdoor toys were appropriately stored? when not in use and the child minder told us the toys were rotated regularly to ensure children maintained interest in the activities available to them. A range of resources were available for children that helped them to become independent. For example, a child toilet seat and potties to help with toilet training.

4. Leadership and Management

Good

Summary

The child minder manages the service well. She is organised and ensures effective systems are in place to monitor the quality of the service. Good partnerships have been formed between the parents and information is shared frequently to ensure children's individual needs are met.

Our findings

The child minder was organised and runs the service well. She was aware of her responsibilities and committed to providing good quality care to children. A comprehensive statement of purpose was in place, which gave a clear description of the service offered and provided parents with all the information they needed to decide if the service could meet their needs. We drew attention to the fact that the complaints policy did not include the timescales for responding to a complaint and the safeguarding policy did not include the telephone number for the local duty child protection officer. The date on which these policies were reviewed was also not noted.

The child minder has procedures in place to review the quality of her service and makes changes in order to improve her practices. The child minder regularly gathered feedback from questionnaires sent out to parents. The child minder also told us she gathered children's views about the service using verbal feedback and discussions. She provided a copy of the latest quality of care review, which outlined the improvements made to date and any planned improvements. The child minder also showed us that she was in the process of completing the online submission of her Self Assessment of Service Statement (SASS).

The child minder manages resources well and ensures she provides a good service. Documents were well organised, filed securely and were easily accessible when required. The enhanced criminal records checks for all the adults who live on the premises were current. Evidence was also viewed on file that the child minder had attended training courses to ensure she stayed abreast of current best practice and of the latest developments in childcare.

The child minder ensures children enjoy good links with the community and have opportunities to socialise with other children who live nearby. She was approachable and told us she had formed good working relationships with parents. One parent we spoke with told us they were very happy with the service and that their child was settled. They were very complimentary about the way information was shared with them on the online application. The child minder stated she regularly attends the local toddler groups where she and the children maintain regular contact with parents and children who live in the local community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following good practice recommendations for the child minder to consider:

- Wearing disposable aprons during nappy changing as outlined in the *Infection Prevention and Control for Child Care Settings (0-5 years), Nurseries, Child minders and Playgroups: Public Health Wales - All Wales Guidance (2014)*;
- including the timescales for dealing with a complaint in the service's complaint's policy;
- including the contact details for the local authority's duty child protection officer in the safeguarding policy and
- ensuring the policies are dated in order to evidence when they are reviewed.

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 the 11 February 2020 between 11:40 a.m. – 4:10 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children, child minder and one parent;
- we looked at the areas used by children and resources on the day of our inspection and
- we gave detailed feedback on our findings to the child minder of what we found and what needed to be addressed.

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	Lisa Williams
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	8:00 am – 5:20 pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	18 January 2017
Dates of this inspection visit	11 February 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?	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 people/children who use, or intend to use the service. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

Date Published 22/07/2020