



# Childcare Inspection Report on

**Lisa Evans**

**Ruthin**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

05/11/2019

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<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

Lisa White Evans is registered to provide care for up to six children at any one time. Care is provided from her home that is situated in the small village of Bont Uchel, near Ruthin. The service is offered between the hours of 8:00 – 18:00 Monday to Friday during term time and school holidays. The child minder will take children to or collect them from schools within the local vicinity. Care is provided through the medium of Welsh or English. This service provides an 'Active Offer' of the Welsh language.

## 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 happy, settled and communicate confidently. Their well-being and self-confidence is promoted and independence encouraged. They interact well and learn skills through play. The nurturing and competent child minder provides a homely play environment, and guides children sensitively meeting their needs. She gives the health and safety of children high priority. The environment is safe and suitable with good quality resources. She organises her service well and has helpful and positive relationships with parents and others, which ensure good outcomes for the children.

### 2. Improvements

More local attractions and parks have been visited and the child minder has purchased resources and toys to provide a greater variety of experiences for children.

### 3. Requirements and recommendations

We made one recommendation, to keep written records of the development of the children, which would feed into the planning of activities.

# 1. Well-being

**Good**

## Summary

Children have a strong voice and make choices confidently. They communicate effectively and flourish because they feel secure and relaxed, learning valuable social skills. Children enjoy a wealth of purposeful experiences at this service, including outdoor play. Children are learning many skills through play and are becoming independent.

## Our findings

Children expressed themselves well and told us what they liked to do outside. They were listened to and their choices respected. They made appropriate choices and decisions because they were aware of the options available, for example there was a range of toys to play with and books to read. They helped themselves to many toys such as vehicles and small characters.

Children were settled and contented with the child minder. They were happy to play with her and alongside each other. Strong bonds of friendship were evident between the children and the child minder as they approached her for cuddles and reassurance. Children were also developing relationships and called each other by name and referred to absent friends.

Children co-operated well with the child minder, for example, when she asked them to tidy toys away, they happily complied. Children interacted well with each other as they shared some toys such as vehicles and planes when prompted by the child minder.

Children were motivated and engaged in their play and learning, for example as they chalked, making pictures relating to fireworks. They enjoyed looking at books with the child minder and singing nursery rhymes.

Children had a good variety of activities including self-directed play, which enabled them to gain a good range of abilities such as fine motor skills when drawing with pencils. We saw photos of children going for walks and playing in the park; all of which encouraged physical skills. Children had a secure relationship with the child minder, which helped them gain confidence and overcome challenges such as toilet training. Children were encouraged to develop skills to be independent such as feeding themselves, washing their hands and helping themselves to toys.

## 2. Care and Development

Good

### Summary

The child minder keeps children safe and healthy in a caring atmosphere. She manages interactions well, being a good role model and using positive strategies. She is professional and experienced; promoting children's learning through play, providing a range of activities, outings and meeting children's individual needs.

### Our findings

The child minder kept children safe and healthy by adhering to policies and procedures. There was an appropriate child protection policy in place and the child minder had the relevant contact details to hand. She was confident to carry out her responsibilities if she had a concern about a child. Healthy meals, snacks and drinks were provided, in keeping with current guidelines. The child minder had a current First Aid certificate and accidents had been recorded appropriately. Children's health was also promoted as the child minder included regular hand washing for both herself and the children in the daily routine. All areas and toys were clean and the child minder wiped surfaces when necessary. The child minder ensured children had daily opportunities to spend time in the fresh air. We saw photos of outdoor play and many outings to the local park. Discussion with the child minder showed that children would be safely evacuated in an emergency and fire drills were practiced and recorded monthly. The processes implemented by the child minder to monitor sleeping children ensured their safety.

The child minder successfully managed interactions using positive strategies such as praise, encouragement and distraction. She was able to manage interactions well according to the principles reflected within the behaviour management policy. The child minder constantly engaged with the children and they respected her and wanted to please her so they listened and co-operated. She sat with the children at meal times making it a social occasion. The child minder was a good role model teaching politeness and manners. The child minder used stickers as rewards if necessary. She reminded children not to run in the house and simply explained the reason why.

The child minder was kind, nurturing and sensitive, understanding children's preferences such as their favourite snacks. The child minder was confident and relaxed having the knowledge and experience to care for the children. She provided a sense of fun and enjoyment, for example, as they sang and discussed their favourite Welsh TV characters. Busy times were interspersed with times when children could relax as one child had a sleep. The child minder understood the importance of learning through play and provided varied opportunities such as floor play, craft and regular outings. She used play activities to encourage the recognition of colours and counting. Although daily diaries for children noted their development and interests, the child minder had no record of how activities planned were linked to children's development. The child minder knew the children well, and had gained valuable updated information from parents about their health and stage of development. This meant that she could meet their needs in detail, such as knowing when they might want to sleep.

### **3. Environment**

**Good**

#### **Summary**

The child minder provides a secure and safe environment. Observations and written risk assessments evidence she is aware of how to keep children safe. The environment is child centred and homely giving the children suitable experiences. The quality and quantity of the games, toys and resources meets the developing needs of the children.

#### **Our findings**

The premises were secure with the main entrance at the front and rear locked and the outdoor area was safely enclosed. A record of visitors was kept. Written risk assessments had been recently reviewed and updated which demonstrated the child minder was aware of potential hazards and how to manage them. These included a secure fireguard around the fireplace in the lounge and safety catches for kitchen cupboards to exclude children from potentially harmful materials. The child minder constantly supervised the children and ensured their safety. All areas were clean, tidy and well maintained.

The child minder made sure the environment was suitable to provide children with homely care. There was ample space for the children to play with their chosen toy or participate in the activities in the lounge, or at the kitchen table. Sofas enabled children to relax if necessary and an upstairs bedroom was used for children to sleep. The toilet included a step for children to use the facilities independently and potty for toilet training. The outdoor rear garden was suitably furnished with play equipment such as playhouse, tractors and slide. Children told us they enjoyed playing with the baking equipment and “making cakes” outside.

Children had access to a wide range of good quality and developmentally appropriate play and learning resources including books and table top games for older children and chunky chinks for younger children. They were in ample quantity to ensure children had a good choice and stored in a large toy box or cupboards. Toys, games, equipment and the furniture were clean and in good condition. We saw books and resources to reflect a wider society and sustainable materials were used, for example in junk modelling and using leaves for a collage.

## **4. Leadership and Management**

**Good**

### **Summary**

The child minder is competent and strives to provide a good quality service. Self-evaluation is effective and improvements made considering all involved. Resources are managed well and the child minder ensures she has sufficient materials and on-going support from other agencies. Partnerships with parents are effective for the benefit of the children and their families.

### **Our findings**

The child minder provided an up-to-date statement of purpose that reflects an accurate picture of the service provided. She was confident and competent and records were organised, up to date and easily accessed. The child minder ensured all legal requirements were met such as sharing information with us, and up to date public liability insurance. Policies were embedded in daily practice and had been reviewed recently.

The child minder produced a comprehensive annual review of the quality of care, which included parents and children's views. The document effectively identified areas for improvement such as sourcing more activities for the children, in particular different crafts to keep activities fresh for the children.

The child minder took her professional development seriously and ensured courses were completed regularly such as safeguarding, food hygiene and first aid. The safeguarding of children was ensured, for example Disclosure and Barring Service (DBS) checks for all in the household who are over 16 years of age were current.

The child minder had written information about the care of children, which was kept up to date. Parents and the child minder exchanged information verbally and in daily diaries about their child's day. Photos were sometimes sent to the parents showing them what their children had enjoyed. Parents were very happy and in the returned questionnaires, we read many positive comments. The child minder meets with local child minders to share ideas and good practice and communicates regularly with agencies to source courses. Outings to local attractions such as the zoo and to visit special events in local schools enhances the experiences provided for the children.



## **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 one recommendation, to keep written records of the development of the children which would feed into the planning of activities and help develop the next steps of the children's progress.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections. A day's notice was given to ensure the child minder's availability. One inspector visited the service on 5 November 2019 from 9.30am – 13:30pm.

We:

- Inspected a sample of policies and documents;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided;
- spoke to the children;
- inspected the areas used and
- reported our findings to the child minder.

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	Lisa Evans
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	8:00 – 18:00 Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	19 August 2016
Dates of this inspection visit(s)	05 November 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?	Yes This service 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:	

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