



# Childcare Inspection Report on

**Nia Jennings**

**Caernarfon**

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

**This report is also available in Welsh**



**Date Inspection Completed**

23/01/2020

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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

Nia Jennings is registered to care for a maximum of 5 children aged under 12 years. She lives on the outskirts of Caernarfon, Gwynedd and her hours of opening during week days are flexible to suit parents' needs. The child minder does not provide the Welsh language 'Active Offer' but speaks ' both English and Welsh fluently.

## Summary

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

### 1. Overall assessment

Children are content and have positive interactions with the child minder. The child minder knows the children's preferences, promotes positive interactions and provides responsive care. Children are provided with a welcoming, clean, safe and secure environment. The child minder generally understands her role in managing the service and has positive relationships with parents. However, improvements are needed in order to meet standards and fully comply with regulations.

### 2. Improvements

The child minder had successfully addressed most of the matters arising from her last inspection.

Since this inspection she confirmed in writing;

- More accurate daily attendance records will be kept of the children attending;
- files relating to her business are secure, and
- the outstanding accident record form has been signed by parents;

### 3. Requirements and recommendations

We have advised the child minder that an improvement is needed in relation to keeping records of the children's daily attendance (regulation 30) in order to fully meet legal requirements. A notice has not been issued on this occasion, as there was no immediate

or significant impact for children using the service. We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

Recommendations have been made in relation to care and development, the environment and leadership and management.

# 1. Well-being

# Adequate

## Summary

Children make their own decisions and express themselves well. They feel comfortable and relaxed and have positive interactions with the child minder and each other. Children are settled, enjoy their activities and learn suitable skills through play.

## Our findings

Children speak up and are listened to. For example, when asked if they wanted to put a warmer top on to wear as it got a little colder in the afternoon, children said they did not want to and their choices were respected. Children chose the toys they wanted to play with and giggled as they played with a noisy toy monkey, and told us they liked drawing at the child minder's home.

Children felt content and safe as they had close relationships with the child minder and were forming friendships with each other. For example, children naturally chatted to each other and the child minder as they played. When the child minder's husband arrived home from work children involved him in a discussion they were having, using his first name to talk to him showing they were happy in his company. Children understood the daily routine and when asked to get into the car to take a child to school, they did straight away.

Children were beginning to understand the rules of behaviour; they shared resources most of the time and on occasion when they were reminded of the need to take turns, they did so without any fuss. Children had positive interactions with each other and the child minder as they had an adequate choice of activities to keep them occupied.

Children looked happy as they played. Toys and equipment were easily accessed in the main playroom and outdoors there were resources such as ride on toys, a trampoline and swings for children to practice more physical skills in the fresh air. Children asked the child minder to draw them a unicorn and a ghost so they could colour and decorate the pictures. They announced their unicorn would be coloured pink and were looking forward to gluing the googly (craft) eyes onto their picture. They focused on weaving coloured pipe straws around a lollipop stick and smiled as they proudly told us they had created a flower.

Children were beginning to do some things for themselves. For example, older children could use the toilet and wash their hands independently and younger children peeled their fruit before eating it. Their language skills were developing well as they enjoyed talking to the child minder about different topics as they played. Children used their imagination in the home corner and told us they liked playing in the paddling pool in the summer and had enjoyed building a house out of twigs in a park they had recently visited.

## **2. Care and Development**

**Adequate**

### **Summary**

Overall, the child minder keeps children safe, promotes healthy lifestyles and has positive interactions with the children. She knows the children well and provides them with activities suiting their ages and stages of development.

### **Our findings**

The child minder knew what to do should she have a concern relating to safeguarding children. She held a current paediatric first aid qualification enabling her to administer emergency first aid if required. The child minder had recorded an accident but not asked parents to sign the accident record. However, text messages seen sent to parents on the day of the accident, showed parents had been informed at the time of the accident.

The child minder knew what to do should a child fall ill and had a policy relating to how this was managed. Nappy changing procedures needed updating to fully comply with Public Health Wales' Infection Prevention and Control guidance. The child minder provided children with healthy snacks and water to drink and parents provided their children with food at mealtimes.

The child minder was a good role model and had a genuine rapport with the children. She praised children for doing something well and gently encouraged them to share or show good manners. Both positive language and interactions were seen and heard throughout our visit, with children and the child minder being respectful and polite towards each other.

The child minder told us of the activities she planned for the children which included afternoons away from the service to visit local attractions. Photographs seen showed children had been for a walk to the beach, park and a children's centre. Although the child minder did not keep any written progress records for the children, she understood child development and discussed how she supported children to learn different skills. For example, the child minder understood the importance of introducing solid foods into a child's diet when they were ready as it helped develop their speech and language. The child minder engaged well with the children and responded positively to their needs. For example, she comforted them when they were tired and extended the children's language through plenty of discussions in the children's home language of Welsh.

### **3. Environment**

**Adequate**

#### **Summary**

Children are provided with a welcoming, clean, safe and secure environment. The child minder ensures the environment promotes children's self-help skills. However, consideration could be given to setting out more focused areas of play which could extend children's learning experiences.

#### **Our findings**

The child minder ensured the premises were safe; the front door was locked and the garden secure. Risk assessments for both the premises and on outings had been completed and revised, meaning the child minder paid regard to managing and where possible, eliminating risk of harm to children. Regular fire drills were undertaken so children should be able to exit the premises safely if needed.

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. However, the playroom could be set out with some designated areas of play, which could promote children's learning. For example, building blocks and items linking into construction could be set out as an activity and books to read could be located next to the comfortable settee. The child minder had considered promoting children's independence, for example a toilet and hand washing basin were now located on the ground floor for easy access. However, independence could be further promoted by labelling more storage drawers for children to access on their own.

Children had access to facilities on the ground floor but primarily spent their time being creative around the kitchen table and playing in the designated playroom. The choice of toys was overwhelming meaning children moved from one item of play to the next without fully engaging with the individual toys. Although toys and equipment were clean and in good order, very few were made from recycled or sustainable materials with the majority of toys made from different types of plastic. The craft items used were shop bought and although appealed to the children, consideration could be given to incorporating more natural or household items into their play and learning.



## **4. Leadership and Management**

**Adequate**

### **Summary**

The child minder generally understands her role in managing the service and aims to provide parents and their children with a service suiting their needs. She makes improvements for the benefit of the children and has good relationships with parents and the wider community.

### **Our findings**

Overall, the child minder has established systems to manage the service. For example, the statement of purpose, in the main, provided parents with the information they needed in order to make sure the service suited their and their child's needs. However, changes to the areas used by children had been made since the child minder's last inspection and these were not noted in the statement of purpose or were we (CIW) informed at the time. The child minder had policies and procedures relating to the care she provided but did not maintain accurate daily attendance records as required.

The child minder had asked children and their parents to complete questionnaires annually. Responses from parents included they were happy with the child minder's routines and they graded the service 'excellent' in their view. Children stated they liked resources such as jigsaws, small world and games. The child minder had used funding received to purchase new fencing in the outdoor play area and planned to renew other fencing outdoors in the near future. However, the child minder's annual review of quality of care report did not clearly note her improvements to date, those planned for the future or the comments received from parents and their children.

The child minder ensured persons aged over 16 years and living in her home had up to date Disclosure and Barring Service (DBS) certificates and her certificate of insurance was current. She had positive partnerships with parents and made sure information about their child's needs and preferences were shared with her before their child started. The child minder kept parents informed of their child's time in her care through daily texts sent to them and verbal accounts were given at the end of the day. The child minder took children on walks and outings, which enabled them to understand and feel part of a wider community.

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

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

Regulation 15 of the Child Minding and Day Care (Wales) Regulations 2010 - the statement of purpose to be updated in order to provide parents with all the information they need in order to make an informed choice about the service provided. This remains outstanding as children now use additional areas on the premises which are not noted in the statement of purpose.

Regulation 30 of the Child Minding and Day Care (Wales) Regulations 2010 - The child minder must notify us of changes affecting her service and registration. This remains outstanding as the child minder did not notify us of changes to the premises within 14 days of the change occurring.

### **5.2 Recommendations for improvement**

The child minder could consider;

- Implementing a nappy change procedure which reflects Public Health Wales' Infection Prevention and Control guidance;
- asking parents to sign the accident record to acknowledge being informed on the day of the accident;
- keeping a weekly timescale of planned activities and to record children's progress in order to plan for their future play and learning;
- setting out the playroom with designated areas of play and learning with children having access to natural, recycled, and household items to further extend their play and learning experiences, and
- developing the quality of care report to include all improvements to date and those planned for the future.

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

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on on 23 January 2020 from 11.55 – 14.25 hours.

We:

- Examined documentation, including policies, statement of purpose, children's records;
- observed the children attending and the care received;
- spoke to the child minder and children;
- inspected the areas and resources used by children, and
- gave feedback of our findings to the child minder at the end of 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	Nia Jennings
Registered maximum number of places	5
Age range of children	4 months – 12 years
Opening hours	08.00 – 17.00 hours ( flexible during the week)
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	8 September 2016
Dates of this inspection visit	23 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?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. 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:	

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