

# Childcare Inspection Report on

**Jean Small**

**Menai Bridge**



**Date Inspection Completed**

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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

Jean Small is registered to look after up to 10 children from her home address in Menai Bridge. The service operates from Monday to Friday between the hours of 7:00am and 6:00pm, but these can be flexible dependant on families' needs. The service is English, with children introduced to basic Welsh words. The service does not provide Welsh Government 'Active Offer' of the Welsh Language.

## Summary

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

### 1. Overall assessment

Children are happy and settled. They are familiar with the child minder and each other. They confidently influence how they spend their time because they know their views will be listened to and responded to positively. The child minder is fully aware of her responsibilities and ensures children's safety and well-being is always promoted. She has good knowledge of child development and plans well to meet individual needs. The environment provides children with a wealth of different and interesting activities both inside and outdoors. Risks to children's safety are well managed; resources are of good quality and available in sufficient quantity. The child minder has a definite vision for her service; and is able to draw on a number of years experiences of caring for children. Good communication with parents is promoted and the child minder places high important on working in partnership with parents.

### 2. Improvements

Since the last inspection, the child minder has implemented systems enabling her to gather information about children's individual development.

The child minder has updated required training.

The child minder has updated contracts to reflect the ages of the children and enable her to have accurate relevant information.

### **3. Requirements and recommendations**

We made one recommendation in relation to updating the statement of purpose to contain information about food provision.

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## **1. Well-being**

### **Summary**

Children are happy and settled. They have a strong sense of belonging and are familiar with the child minder, routines and those around them. The children have many opportunities to enjoy play and learning experiences of interest to them. They are supported to complete tasks for themselves and think through what they are doing.

### **Our findings**

Children experienced meaningful interactions with each other and the child minder. They confidently communicated what they wanted to do. For example, after lunch all the children asked if they could go out to play, they jumped for joy when they heard they could go out and in anticipation they enthusiastically ran to get their wellingtons and coats.

The positive interactions experienced meant children felt valued and influenced decisions that affected them. During lunch, before putting a bib on a child it was explained to them by the child minder why a bib was to be worn. Upon hearing this explanation the child was happy for the bib to be worn to protect their clothes whilst they enjoyed their fruit.

The children have a strong sense of belonging and positive attachments and they were forming friendships with one another. We saw a child immediately join in the fun and games after waking from their nap. They were familiar with the routine and each other, older children were caring and considerate of younger children, they helped them to fully understand what was going on, such as the need to sit by the table whilst they eat their lunch.

Children were actively interested in what one another were doing. A child arriving later in the morning immediately congratulated the children for successfully building a large tower made of blocks, they smiled at each other and they all gained a sense of achievement. The children continued to chat and they invited one another join in their play. We heard one child asking 'do you want to help me build the wall?' and they went about completing the task happily. Children were eager to show and talk about what they were doing. They children showed respect for property, keeping the toys after they had finished playing with them.

Children had good opportunities to develop their independence skills, enabling them to do things for themselves. Children fed themselves at lunchtime, and were asked to help with tasks; for example, they placed their rubbish in the bin when they had finished eating. Children independently went to get the toys they wanted to play with. We saw an older child show one of the younger children how the play mat was to be folded and kept, this extended their thinking and children thought through what they were doing.

## **2. Care and Development**

### **Summary**

The child minder has a thorough understanding of her responsibilities in relation to keeping children safe and healthy. Interactions are positive and meaningful with the child minder giving the children her time and attention at all times. She is fully aware of individual needs and plans for the next stage in children's learning.

### **Our findings**

The child minder consistently ensured policies and procedures contributed to keeping children safe, well and healthy. Relevant training had been updated and the child minder confidently conveyed the process she would follow should she have concerns about a child. Accident and incident forms were completed fully with evidence the child minder competently met any medical needs. To minimise the risk of spreading infection, appropriate practice was implemented; for example, individual hand towels were available for children. When changing nappies the child minder followed the nappy changing process as is recommended by Public Health Wales, Infection Control Audit tool for regulated childcare settings to minimise the risk of spreading infection.

The child minder promotes healthy lifestyles, the child minder ensures the children regularly spend time outside in the fresh air, playing or going for walks to places of interest locally. The child minder provided healthy snacks and ensured the packed lunches provided by parents were stored appropriately in a dedicated fridge. A robust cleaning regime was followed, and the child minder logged when specific items had been cleaned.

The child minder had a comprehensive understanding and knowledge of child development and its effects on children's behaviour. Having worked with children for a number of years she had a wealth of experience of working with children. We saw plenty of evidence of the child minder ensuring children's needs were recognised and met, enabling them to make positive progress and enabling them to take part fully in what was going on around them. Makaton was used to assist children to communicate and photo cards supported children to develop their language and communication skills. The child minder provided children with many opportunities to talk; interactions were consistently positive and demonstrated warmth and kindness. She was sensitive to the needs and experiences of individual children.

The child minder was committed to providing a broad range of activities to promote children's development across all ages. She was fully aware of all the children's individual development; their progress was tracked and reviewed regularly. The child minder had devised a comprehensive system which enabled her to successfully plan for the next steps in children's learning. For example, individual learning plans were used for children with specific needs; this had enabled a child to make exceptional progress because the learning had been tailored to their ability. Parents were kept fully informed and all information was available for them to view at their request.

### **3. Environment**

#### **Summary**

The environment suitable and safe with risks well managed. It provides children with a wealth of different experiences and access to good quality and interesting experiences.

#### **Our findings**

The child minder implemented effective measures to ensure the environment was safe and secure. Comprehensive risk assessments had been completed; these had been reviewed regularly and acted upon. For example, the child minder kept all doors locked and before children went outside to play the area was checked to ensure there were no risks to children's safety. Fire drills had taken place regularly meaning the child minder and children would be familiar with the process to follow should they need to leave the house in an emergency. The child minder supervised the children well, she was always available to offer support and guidance and encouraged children to take part in acceptable risks, such as when they used the suitable climbing frame.

The indoor environment provided children with sufficient space and this enabled them to enjoy a range of play opportunities they enjoyed. Good storage meant children could access most of the resources independently and they clear labelling made this easier for children. The smooth running of the service meant children were familiar with what was expected of them and the need to keep resources when they had finished playing with them before moving on to the next activity. The child minder provided suitably sized tables and chairs; these were used by the children for table top activities, such as making marks and drawing pictures and the children also sat together to enjoy their meals. The child minder uses a spare room within the house for the children to rest and they are monitored closely.

The outdoor play space was used as often as possible and offered children an interesting range of activities. For example, children could ride bikes and play on the slide along with the sand and water play area and chalk board. They used the playhouse for role-play, and sat at the picnic table and chatted with one another. The resources available outside reflected experiences indoors; these stimulated the children's interest and imagination. Age appropriate toys were available in low level storage, these were clearly labelled so the children could see what was stored where. Children were immersed in a world of imaginary play, we saw them work together to settle a baby, before then preparing a family meal for them to enjoy together. A change in the number of children attending enabled the child minder to complete a deep clean of the service before the summer months.



## **4. Leadership and Management**

### **Summary**

The service is successfully run by a child minder who is dedicated to providing children with positive experiences. She has a sound knowledge of her regulatory responsibilities and is well organised. Working in partnership with parents is given top priority and this benefits the children.

### **Our findings**

The child minder has a strong vision and this is shared effectively. Overall, the statement of purpose and policies and procedures were up to date and informative, however the statement of purpose did not include the arrangements for the provision of food. All documents had been reviewed and updated as required. All required documentation was well organised and available for inspection. The child minder has engaged positively with CIW and notified us of events which had an impact on the service. All required checks were up to date.

The child minder places high importance on regularly evaluating the service and Since registration in June 2018, self-evaluation procedures have been actively implemented. Questionnaires have been distributed to all parents to gather their views and suggestions for improvements. A quality of care report has been completed identifying how the information gathered would be used to plan for future improvements.

The child minder implements a culture of continuous professional development and evidenced she wants to drive the service forward. This is done in partnership with parents with the child minder consistently communicating and engaging positively with them. We saw feedback from parents evidencing how the child minder had improved children's well-being and children and their families benefit from the care provided by the child minder.

Parents have been consulted regarding how they prefer to receive information about their child's day. At present, parents continue to receive a detailed daily diary, with photographs also sent regularly through social media. Parents' wishes have been listened and responded to.

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

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

None

### **5.2 Recommendations for improvement**

- update the statement of purpose to contain information about food provision.

## **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 child minder on the 23 August 2019 between 10:30 am and 1:45 pm.

We:

- inspected a sample of documentation, policies and procedures;
- we spoke to the children present;
- observed practice;
- inspected the premises and the resources used, and
- informed the child minder of our findings.

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	Jean Small
Registered maximum number of places	10
Age range of children	Babies up to 12 years of age.
Opening hours	7:00am – 6:00pm Monday to Friday Overnight care offered and hours can be flexible dependant on individual families' needs.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 February 2016
Dates of this inspection visit(s)	23 August 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 Welsh language. It introduces children and their families to basic Welsh words. We recommended that the service provider considers the Welsh Government's <i>'More than Just Words follow on strategic guidanc3 for Welsh language in social care'</i> .
Additional Information:	

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