



# Childcare Inspection Report on

**Carys Williams**

**Caernarfon**

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

**This report is also available in Welsh**



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## **Description of the service**

Carys Williams is registered to care for a maximum of 6 children up to the age of 12 years in her home in Brynrefail on the outskirts of Caernarfon. The service is open between 8:00 a.m. and 6:00 p.m. on Monday to Thursday. The child minder can speak both Welsh and English, though the service is operated through the medium of Welsh and implements the Active Offer in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy their time with the child minder. They are happy, settled and able to make choices for themselves. The child minder knows the children well and works with parents to ensure their needs are met. Children are cared for in a clean and homely environment and have access to a range of toys and equipment which are developmentally appropriate. The child minder is aware of her responsibilities to work within the National Minimum Standards and ensures children benefit from the good partnerships she has formed with parents and other child minders.

### **2. Improvements**

Since the inspection we have received an amended copy of the complaints policy, which now includes the telephone number for Care Inspectorate Wales (CIW). The child minder has also confirmed she has purchased disposable gloves and aprons to reduce the risk of cross contamination during nappy changing.

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

There were no areas of non-compliance found during this inspection. We made some good practice recommendations relating to and recording children's development, nappy changing procedures and the quality of care report.

# **1. Well-being**

## **Summary**

Children are happy, settled and comfortable in the care of the child minder. They enjoy the activities available to them and are curious to explore their environment. Children are confident their needs will be met as they are listened to and their wishes respected. Children are developing confidence and learning new skills.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children make choices and are confident to express themselves.

We saw the one child being cared for expressing themselves confidently and indicating what they wanted. For example, toys were easily accessible to the child and they also frequently took the child minder's hand and went to show her what they wanted to play with. The child minder supported the child each time to bring items into the play room and responded promptly to their requests. Children were confident their preferences would be respected and knew their requests would be responded to without question. For example, at lunch time the child pointed toward the kitchen door and the child minder promptly asked if the child was hungry, proceeding to prepare the child's lunch. After lunch, the child indicated that they wanted to watch the television. Without question, the child minder helped them to switch on the television and helped them choose an educational programme they could watch for a while.

Children are confident and feel valued as their attempts at communication are listened to and their wishes respected.

### **1.2 To what extent do children feel safe, happy and valued?**

Children feel safe as they are given consistent care by a child minder who knows them well.

The one child being cared for during our visit had formed close bonds with the child minder. The child was asleep when we first arrived and was surprised when they woke up to find a different person present. They quickly settled and felt secure upon receiving lots of cuddles and reassuring words from the child minder. They approached the child minder for cuddles throughout our visit and enjoyed showing the child minder, and us, the toys they had chosen to play with. This showed the child felt secure in their surroundings. Bonds of affection had clearly been formed between the child and the child minder and the child was confident to approach her when they needed support. For example, while playing with the jig-saws the child would gesture to the child minder for help when they were unable to find the correct place to slot their jig-saw piece.

Children feel secure as they have formed close relationships with the child minder.

### **1.3 How well do children interact?**

Children are learning to share and co-operate.

The child co-operated well with the child minder and helped with small tasks. For example, when asked to help put the toys back in the box to make room on the floor for the jig-saws the child was happy to help. The child was very eager to show us how they could make a sound with an electronic musical toy and smiled as they received praise and cheers from the child minder for learning how to activate the sound. The child gained a sense of pride as they were praised often for following instructions and for positive behaviour. We heard lots of responses of '*well done*' when the child attempted to complete jig-saws by themselves and used the musical toys correctly.

Children are learning to complete tasks and follow instructions and feel valued as they are praised for their efforts.

### **1.4 To what extent do children enjoy their play and learning?**

Children are interested in the activities and resources available to them.

A wide variety of toys were available. These were easily accessible and stored well to enable children to choose independently. The one child being cared for concentrated for an appropriate length of time on the activities available to them. For example, they enjoyed completing a wooden, farm themed puzzle with the child minder, copying actions and animal noises with her and pointing out the animals as the child minder named them. Later in the afternoon, the child was fascinated while playing with an interactive steering wheel. They were fully engrossed in pretending to drive a car by moving the steering wheel and clicking the indicators on and off. Opportunities were also available to relax and have quieter periods. For example, the child enjoyed quietly relaxing and watching the television programme for a short while before settling down on the couch to look at a picture book.

Children are motivated and engaged in their play but also have opportunities to enjoy quiet times.

### **1.5 How well do children develop, learn and become independent?**

Independence is encouraged and children are given time to learn to do things at their own pace.

We saw children leading and directing their own play and were motivated to follow their own interests. They were naturally motivated and curious about their environment and enjoyed exploring the resources and activities provided. The child was encouraged to do things for themselves and to be involved in tasks. They helped to tidy up at the end of activities, were encouraged to wash their own hands and face before and after lunch and were given a selection of finger foods alongside their lunch to develop their self-feeding skills. Plenty of time was given during lunchtime and activities to ensure children were able to complete them as independently as possible and at their own pace.

Children are confident and motivated because they are encouraged and supported to learn to do things for themselves.

## **2. Care and Development**

### **Summary**

The child minder knows children well and is responsive to their needs. She is aware of her responsibilities in keeping children safe and healthy and ensures measures are put into place in order to promote healthy lifestyles and good hygiene. The child minder promotes positive interactions and plans a variety of activities to help children develop and thrive.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder promotes a healthy lifestyle and ensures children are safe and healthy.

Through discussions with the child minder, it was evident she had a good understanding of how to protect children and of safeguarding procedures. She had completed training on safeguarding children and Paediatric First Aid, meaning the child minder could administer basic first aid when needed and deal with emergencies. Any accidents which had occurred were well documented and signed by parents, as were any incidents where the child minder had administered medication to children. This showed parents were kept informed at all times of any health issues relating to the child. Records showed fire drills were performed regularly. This ensured all of the children knew what to do should they need to evacuate the premises in an emergency.

The child minder offered healthy meals and snacks with milk or water to drink during the day, promoting healthy eating habits. The child had their own beaker of water available to them throughout the day and was encouraged by the child minder to drink in order to ensure good hydration. Children were encouraged to wash their hands before meal times, with liquid soap and paper towels available to ensure good hygiene was promoted. However, the child minder did not fully follow current guidance on changing nappies and we informed her of the need to wear disposable gloves and aprons for each nappy change. She agreed with this and stated she would be following these procedures in future. We have since received confirmation that the child minder has implemented these changes immediately after the inspection.

The child minder encourages children to make healthy choices and has put appropriate measures in place to ensure their safety.

#### **2.2 How well do practitioners manage interactions?**

The child minder promotes positive interactions.

The child minder had formed a positive relationship with the child in her care. She spoke with the child in a friendly and relaxed manner, showing genuine warmth and affection. This provided the child with a sense of belonging and increased their self-esteem. The behaviour management policy detailed how unwanted behaviour was dealt with in a positive way. This

was also reinforced through our discussion with the child minder and through our observations.

The child minder promotes a positive and calm atmosphere and uses positive behaviour management strategies.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The child minder provides a nurturing environment and is responsive to children's individual needs.

Through conversations with the child minder, it was clear she understood the need to provide children with a variety of play and learning activities. We were told the children were taken on outings to the local park and on regular walks, providing opportunities for physical exercise and fresh air. It was evident the child minder knew the children well, such as what they liked to eat as well as what they liked to do. Records had been gathered prior to children starting detailing children's preferences to enable the child minder to meet their individual needs.

The child minder had started keeping records of each child's achievements while they were in her care. For example, she had kept samples of children's work as well as sending samples home for children to share with their parents. The child minder kept a daily diary detailing what children had eaten, how they had slept and what activities they had done. She also noted any problems or changes in the children's mood. This information was shared with parents via contact slips sent home daily. The child minder also took photographs of the children taking part in activities and some of these were shared with parents. This showed the child minder ensured parents were kept well informed of their child's progress. However, the child minder told us she currently only completed these records for the younger children in her care. We advised the child minder to keep some record of every child's progress and development in order for her to be able to plan activities based on each child's individual needs.

The child minder provides care which is child centred and informs parents daily about their child's progress and overall well-being.

### **3. Environment**

#### **Summary**

The child minder provides care in a clean, comfortable and homely environment. Resources are of good quality and are appropriate for the children's needs. Risks are identified and measures are put into place to reduce hazards.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The child minder provides a secure environment where children play and explore different areas safely.

The premises were secure and the front door was locked to prevent unauthorised access. The child minder asked to see our identification before we were able to access the premises and a record of all visitors to the service was kept in the child minder's daily diary. Hazards to children had been identified and measures put into place to manage or eliminate them where possible. For example, safety gates had been placed at the bottom of the stairs to prevent children from climbing the stairs unattended. The child minder stated children were not allowed in the kitchen without her being present and we saw appropriate steps being taken to ensure that children were not able to access the kitchen on their own. Risk assessments were also in place for the areas used by children and regular outings. These had been reviewed regularly. The child minder ensured appropriate measures were in place to keep children safe in the event of an emergency. For example, accurate records of daily attendance were maintained, including the time they arrived and left the premises. This meant she knew who was present should the premises need to be evacuated quickly. Children's safety is prioritised and effective measures are in place to ensure risks are minimised.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The child minder provides children with a welcoming environment.

We found children were cared for in a warm and bright environment. The property was clean and well maintained, and the playroom was welcoming and comfortable with soft seating available for children to relax. Samples of the children's craft work were proudly displayed on the kitchen wall, giving children a sense of belonging. Children had sufficient space to explore and play across the play room, hall and kitchen. The child minder told us she usually laid out a selection of toys each morning in the play room and we saw how all other toys were stored in an alcove under the stairs where children were able to choose and use them freely and independently. Children could also sit at the breakfast bar in the kitchen to complete craft activities when accompanied by the child minder. The back garden

area had plenty of space for children to play and explore, with a selection of toys available which were interesting to children and appropriate for their age.

The child minder provides a homely atmosphere and ensures children have access to welcoming and interesting areas of play promoting their enjoyment.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

The child minder ensures children have access to a wide range of good quality, suitable materials to enhance their play and learning.

Toys and resources were clean and in good condition. A wide range of toys and resources were available for children including dolls, jig saws, games, musical toys, craft materials, dolls and prams, toy cars, figurines and a toy house. There was also a selection of toys for younger children and babies, including rattles and musical toys. High chairs, booster seats and potties were available for children to use, encouraging independence and aiding their development. These were also clean and in good working order.

The child minder ensures children have easy access to a variety of resources which are developmentally appropriate.

## **4. Leadership and Management**

### **Summary**

The child minder understands her responsibilities in managing the service. She is committed to improving policies and procedures to ensure children are well cared for. Good partnerships have been formed between the parents and information is shared frequently to ensure children's individual needs are met.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder is aware of her responsibilities and is committed to providing the best care possible for the children.

We viewed the child minder's statement of purpose which contained all the required information and provided parents with an accurate account of the service. The child minder kept a file of information containing policies and procedures as well as certificates to show she had attended training and courses. Policies and procedures were also shared with parents when they first signed up to her service. In order to keep up to date with important information, the child minder was asked to ensure the telephone number for Care Inspectorate Wales (CIW) was included in the complaints policy in addition to the address. We have since received an amended copy of the complaints policy which now includes this telephone number. We saw from written records the child minder had asked parents to complete registration forms and contracts before their children started. Permission slips had also been signed by parents and were kept on children's files for outings, for the administration of medication and first aid.

The child minder runs the service well and is keen to ensure she meets regulations and National Minimum Standards.

#### **4.2 How effective is self evaluation and planning for improvement?**

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 monitors her service and makes improvements by gathering feedback from questionnaires sent out to parents to share their views about the service. She also gathered verbal feedback from the children. This feedback was collated and used to form a review of the service's quality of care and previously submitted to us as part of the Self Assessment of Service Statement (SASS). An action plan had also been formed in order for any improvements to be implemented accordingly.

The child minder is reflective and uses the information received from parents and their children to improve her service.

### **4.3 How effective is the management of practitioners, staff and other resources?**

The child minder manages resources well and ensures she provides a good service.

The resources were all of good quality and were appropriate for the children who used them. A range of toys, games and resources were available for the children and they were able to access them as they wished. The Disclosure and Barring Service (DBS) checks for all the adults who live on the premises were current. Documents are filed appropriately and are easily accessible. Evidence was also viewed on file that the child minder had attended many training courses to ensure she stayed abreast of current best practice and of the latest developments in child care. For example, '*Busy Feet Explorers*' which is a movement programme designed to encourage children to move and develop their motor skills while performing actions along to music.

Children benefit from a service where resources are managed well.

### **4.4 How effective are partnerships?**

The child minder ensures children enjoy good links with the community and have opportunities to socialise with other children who live nearby.

The child minder was approachable and told us she had formed good working relationships with parents. The child minder provided the younger children's parents with written information in their daily diary and told us information was shared verbally with the parents of older children at the end of each day. This ensured parents were kept up to date with what activities their child had taken part in, what they had eaten and their general mood. The child minder also kept her own daily diary detailing what children had eaten, how they had slept and what activities they had done.

The child minder stated she regularly attended the local 'Ti a Fi' (parent and toddler group), a music group for toddlers and also arranged outings with other local child minders. This enabled her and the children to maintain regular contact with parents and children who lived in the local community.

The child minder has good links with the community and has formed positive relationships with parents.

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

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

None

### **5.2 Recommendations for improvement**

We recommended the child minder could:

- Ensure she follows current guidance and best practice regarding nappy changing in order to prevent the risk of cross contamination by following Public Health Wales Infection Control guidance and using disposable gloves and aprons during each nappy change;
- keeping some written record of every child's development, not just younger children, would enable the child minder to plan activities based on each child's individual needs and enhance children's well-being; and
- including actions to be taken to improve the service in the quality of care report for the service.

## **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 19 September 2018 between 11:40 a.m. and 2:15 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 and the child minder;
- we looked at the areas used by children and resources on the day of our inspection, and
- we gave detailed feedback 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](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Carys Williams
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	8:00 a.m. – 6:00 p.m. Monday to Thursday.
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	26 August 2015
Dates of this inspection visit(s)	19 September 2018
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 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:	