



# Childcare Inspection Report on

**Amanda Evans**

**Wrexham**



**Date Inspection Completed**

30/01/2020

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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

Amanda Evans provides a child minding service from her home in Hope, near Mold. The house is situated on the main road adjacent to the recreation ground and opposite the primary school. The child minder is registered to care for a maximum of 10 children under the age of 12 years. The service opens Monday to Friday from 8:00am to 5.30pm, including school holidays and is closed for bank holidays

The language of the home is English and the child minder does not provide the “Active Offer” in relation to 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 have good opportunities to make choices and their views are valued. They have good bonds of affection and attachment. There are systems in place to keep children safe and good hygiene is maintained. The home is well maintained and the premises are secure. The child minder has a good understanding of her regulatory responsibilities and she has demonstrated a positive attitude towards continued professional development. The child minder has good links with other professionals and a positive relationship with parents.

### 2. Improvements

- New toys have been purchased this year including books, tea sets, dressing up clothes, electronic toys and lego;
- the child minder has completed a level 5 qualification in child care, learning and development and is about to begin a level 3 qualification in playwork;
- the child minder has received grant funding to purchase a four seater pushchair to make outings safer.

### 3. Requirements and recommendations

We made some recommendations to update the statement of purpose and the complaint’s policy, recording medication, risk assessments for outings, reviewing the quality of care and planning and recording for individual needs.

# 1. Well-being

Good

## Summary

Children are encouraged to make choices and are involved in making decisions. They are safe, happy and feel valued in the care of the child minder. Children interact well together and are forming friendships. Children enjoy the play and learning opportunities and are offered activities appropriate for their age to assist in their development.

## Our findings

Children have good opportunities to make choices and decisions about what affects them. For example, the children had chosen the colour scheme when the playroom was redecorated last year. The children present after school said they had been involved in making decisions about where to visit during school holidays and the types of activities they enjoy.

Children's likes, dislikes and needs are acknowledged as they have good bonds of affection and attachment. We spoke to some of the children present after school, who said they enjoy attending. One senior school pupil who was minded previously had arrived for a visit, indicating that attachments were still strong even when children had left the service. The pre school children present demonstrated good bonds of affection. They enjoyed cuddles and sitting on the child minder's lap to read books and singing action rhymes together including "heads, shoulders, knees and toes".

Children are engaged and show respect for property and people. They are involved in deciding and following rules for the house, written by the children and are displayed on the wall of the playroom. They included using manners, being kind and no shouting. We saw the older children taking time with the younger children and assisting them in some activities such as colouring, showing them respect when talking to them.

Children enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. We saw examples of craft work completed by the children and a number of photos which show children engaged in a variety of activities including baking, dressing up and playing in the park. There are cushions in the playroom and the older children used these to lie on and chat to one another comfortably.

Children experience a suitable variety of age and developmentally appropriate opportunities that promote their all-round development. For example, children gain confidence in developing gross motor skills, playing in the recreation ground adjacent to the premises and using play equipment at the local toddler group. Children's physical development benefits from walks at a nearby nature reserve.

## 2. Care and Development

Good

### Summary

The child minder understands her responsibility to protect children and promote good health. She has an awareness of infection control and how to put this into practice. The child minder has a good understanding of child development and the strategies required to support children's behaviour. The child minder is aware of how children learn and develop. This needs to be recorded and used to inform the next steps for their development.

### Our findings

The child minder has robust policies and procedures in place to promote the welfare of all children in her care. The child minder has a safeguarding policy, has updated training and was able to state the process to follow if a safeguarding issue should occur. There are policies to support infection control although this did not include using a paper towel on top of the changing mat for each child. The child minder was informed of the inspection control guidance provided by Welsh Government. The child minder has completed training in first aid and food hygiene to support keeping children safe. She had a food hygiene inspection in December 2019 and no recommendations were made. Fire drills are practised monthly and the information recorded. The child minder has considered the proximity of the main road as a possible risk when completing fire drills and has arranged with a neighbour for them to use their drive, which has a five bar gate as the assembly point. The child minder has medication records, but had not recorded when medication has been given in the long term.

The child minder promotes healthy lifestyles, providing the children with a balanced diet and encouraging them to engage in physical activity through access to appropriate resources in the local park and walks. We saw from the diary, children have a varied diet, which is homemade and nutritious and includes fresh fruit. The younger children had access to water to drink at regular intervals, ensuring they remained hydrated. The after school children were offered a drink of water on their return from school.

The child minder has a good understanding and knowledge of child development and how this affects children's behaviour. She demonstrated this using distraction with a younger child who wanted the same book as another child. She explained to another child about sharing and asked for them to apologise when taking another child's book.

The child minder is committed to providing a broad range of play and learning experiences. This includes attending a local toddler group twice a week, which provides children with more space to play and a different selection of toys. It also allows children to opportunity to socialise with other children, which is important to their development. The child minder records the activities for each of the younger children in their individual diary, which is a mix of writing and photos. In addition, each child has a scrapbook to display their art work. The child minder was able to describe how she was aware of a child's individual needs and demonstrated this by providing a selection of bags for a child who enjoys collecting items in bags. She was also able to explain how she plans for them to

take the next steps. However, none of this information is currently recorded. The child minder should have evidence of planning, the activities provided and the plan for the next stage, which can be reviewed.

### **3. Environment**

**Good**

#### **Summary**

The child minder is aware of her responsibilities to maintain the home and keep children safe. The environment is safe and secure and well maintained with a dedicated playroom for the children to use. Resources are sufficient to meet the needs of the children attending and have been supplemented by new toys this year for younger and older children.

#### **Our findings**

The child minder has effective measures and procedures implemented to ensure that she meets safety requirements. There is a camera system at the door to alert the child minder to any visitors to the premises. The front door is kept locked and the child minder has fitted a high safety gate across the door of the playroom due to the proximity to the front door and because one younger child had been able to open the previous gate. Risk assessments are completed for the home, the playing field and walking to school. Further risk assessments are required for other outings.

The child minder has organised the premises so that it provides a good range of play opportunities for all age ranges cared for. There is a dedicated play room at the front of the house. Toys and resources are generally stored in this area in boxes and in low level storage units, making them easily accessible. The garden at the rear of the premises is not used by the children, because it is used by the dogs. Children use the recreation field for physical play, which can be accessed by a side gate from the property and is used both after school and during the school holidays on a daily basis when the weather allows.

The child minder ensures that the resources are clean, well maintained and safe. There are a good range of resources to stimulate children's interest and imagination. Children are able to make choices and are encouraged to help to tidy away to allow sufficient space for floor play. The children enjoyed looking at books with the child minder and sat comfortably on the floor together to read. The books are displayed on a rack making them easily accessible for children to choose. Some toys for older children are kept in the hall and children were able to help themselves to the construction resources to take into the playroom. The child minder ensures children have access to craft materials and these are stored in a set of drawers in playroom. Children were able to use paper and crayons to draw and to make paper aeroplanes.



## **4. Leadership and Management**

**Good**

### **Summary**

The child minder is knowledgeable about her regulatory responsibilities and maintains good records. The child minder reflects on her practice, but does not complete an annual review of quality of care. The child minder has developed effective partnerships with parents and other professionals for the benefit of the children attending.

### **Our findings**

The child minder ensures she complies with the relevant regulations and meets the national minimum standards. She is knowledgeable about her regulatory responsibilities. For example, the child minder has updated parents about data protection. The child minder has not dated the informative, statement of purpose or policies, which make it difficult to evidence whether they have been reviewed. The phone number for CIW was incorrect on the complaints and safeguarding policies. Children's attendance times are recorded accurately.

The child minder has previously evaluated her service and has sought the views of parents and children in this process. However, the service had not been formally evaluated this year and the child minder is intending to complete the latest SASS document to include the review of quality of care.

The child minder has demonstrated a culture of continuous professional development. She has obtained a level 5 qualification in child care, learning and education and is about to begin a level 3 qualification in playwork to supplement her child care qualification and provide her with additional knowledge of activities to support school age children. The child minder has completed statutory training in safeguarding, first aid and food hygiene. The child minder and members of the household over the age of 16 years living on the premises have up to date Disclosure and Barring Service certificates or have applied for them to be renewed.

The child minder ensures that all communication and engagement systems with parents are good. We received two letters from parents as part of the inspection process. Parents were very positive about the support provided by the childminder to their children and to themselves. We spoke with one parent who was also very positive about the support received. Parents are kept informed about their child on a daily basis via social media, verbally and through a daily diary for the younger children.

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

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

None

### **5.2 Recommendations for improvement**

The child minder could consider;

- recording when regular medication is required;
- ensuring an annual review of quality of care is completed in a timely manner;
- recording risk assessments for outings;
- providing the correct phone number on the complaints policy and safeguarding policy and;
- providing written evidence of planning, recording and evaluating for individual needs.

## 6. How we undertook this inspection

This was a full announced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Thursday, 30 January 2020 from 1.30 pm to 4.30 pm.

We:

- observed the children and the care they received;
- spoke to the children and one parent;
- spoke to the child minder;
- read two letters from parents;
- looked at some records including policies, procedures, children's records and registers and;
- inspected the premises and the quality of toys and resources.

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	Amanda Evans
Registered maximum number of places	10
Age range of children	6 months to 12 years
Opening hours	8am to 5.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 January 2017
Dates of this inspection visit	30 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?	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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.
Additional Information:	

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