



# Childcare Inspection Report on

**Elizabeth Janice Jones**

**Pencader**

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

**This report is also available in Welsh**



**Date Inspection Completed**

26/09/2019

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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

Elizabeth Janice Jones has been registered as a child minder with the Care Inspectorate Wales (CIW) since 2003. She provides care for up to nine children under the age of 12 from her home in Pencader. The operating hours are 8am to 5.30pm Monday to Friday. The language of care is Welsh.

## 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 cared for by a gentle, kind and intuitive child minder. Children are well settled and have formed positive attachments to the child minder. They are looked after in a safe and stimulating environment with plenty of space both indoors and outdoors. Parents are very happy with their children's care and the service that is provided. The child minder plans for improvements, acts on recommendations made and manages the service effectively and efficiently.

### 2. Improvements

The child minder has acted upon the recommendations from the last inspection such as providing individual towels, recording children's attendance in pen and updating the statement of purpose so that it contains all the relevant information.

### 3. Requirements and recommendations

We made recommendations to improve the service and these can be found in 5:2 at the end of the report.

# 1. Well-being

Good

## Summary

Children feel safe, settled and very happy at the service. Although some of the children were young and non-verbal they made themselves understood through their actions and expressions. Children enjoy their play and have good opportunities to be independent. They are learning and developing well.

## Our findings

Children have a good choice of activities and confidently move from one area to the next, exploring their environment. They chose to play on small trikes, to colour, complete jigsaws or look at books. When the child minder responded to a child pushing their colouring away, by asking if they wanted to join the other children on the trikes, the child made it quite clear they did not wish to move away from the mark making activity. Children were confident that the child minder would respond to their babblings, gestures and facial expressions positively and let them continue with their chosen activity. Children chose which fruit they would like for snack, and what colour plate and beaker they wanted. Children were listened to and were able to make choices and decide where they wanted to play. For example, one child asked for more toast and another child asked for a favourite jigsaw.

Children are relaxed and well settled at the service. They arrived at the service happily and waved goodbye to their carers whilst playing contentedly. Children were used to the routine and fell asleep independently. They happily cuddled the child minder at various times during our visit before continuing to explore their environment. They sang to themselves as they pushed vehicles around on the floor and danced around excitedly. During lunch time, children enjoyed the social occasion and chatted about their pets, playgroup and the food they enjoy.

Children play happily together, share toys and take turns. For example, children followed each other on the trikes and took turns to lead and to follow. They involved the child minder in their play and handed her cups of tea and cakes from the role play area. Children played gently with dolls and teddy bears, cuddling the teddy bear and placing dolls gently in the buggy. They took turns to place shapes in the shape sorter and clapped as each shape went through the correct hole. One child responded to the child minder's comment about the sun coming out by handing out sun hats to the other children in preparation to go outside to play. They shared toys naturally, for example, one child chatted on the role play phone before handing the phone to another child so that they could also speak.

Children enjoy following their own interests and having a free choice of activities. They confidently moved around the playroom, kitchen and conservatory and got out toys as they wanted. They looked at books and made the animal noises of the characters. They took books to the child minder and sat in her lap indicating they wanted the story read to them. They thoroughly enjoyed looking at a book about butterflies and enthusiastically counted

the butterflies on each page. They sang various counting songs animatedly, joining in with the actions. A child beamed with pride as they completed a jigsaw independently.

Children have opportunities to develop their skills and independence. Children accessed resources themselves, getting out toys as they wanted. They turned the pages of a book and put their fingers on each butterfly as they counted. Young children pointed to various parts of their bodies and enjoyed naming colours. They wiped their hands with individual towels before snack and lunch. They got out their own plate and ate lunch using small cutlery and drank from beakers independently. Children are motivated to carry out tasks independently.

## **2. Care and Development**

**Good**

### **Summary**

The child minder promotes healthy lifestyles and is effective at keeping children safe. She has policies and strategies in place to promote positive behaviour. The child minder is committed to meeting the individual needs of children in her care.

### **Our findings**

The child minder has a good understanding of child protection procedures and has up to date training. She clearly outlined her response if she had any concerns. She was aware of the duty to prevent children from radicalisation but had not incorporated this aspect into her safeguarding policy. The child minder had prepared risk assessments for the indoor and outdoor area as well as visits to the park. Records evidenced regular fire drills. She had not registered with the Food Standards Agency but had up to date food hygiene training. She regularly washed her hands and ensured the children did so as well. She promoted healthy lifestyles, as children had access to an outside play area and visited the local park regularly. She had up to date paediatric first aid training and was aware of allergens.

The child minder is a good role model as she is gentle and patient with the children. She praised the children consistently and acknowledged their achievements. For example, she had a sticker chart for a child who was potty training. Children were given high fives for tidying up and the child minder said “Good boy” or “Good girl” on numerous occasions such as when they ate their lunch independently. The child minder sat on the floor with the children and constantly chatted with the young children at a level they understood about what they were doing. When a child threw a toy, the child minder gently reminded the child that they could hurt their friends by throwing toys.

The child minder is caring and affectionate with the children in her care. She knew the children well and was responsive to their needs. For example, she knew what a child’s favourite toy was and exactly how many words they were able to say. The child minder collected information regarding children’s preferences prior to them starting at the service. Parents completed forms regarding children’s likes, dislikes and favourite story, game, toy and food. She kept daily diaries for children and recorded details such as sleep, activities, food and nappy changes. She kept photographic evidence of children’s activities and ‘waw’ moments and sent them to parents. The child minder catered for children with allergens by providing them with different food options. The child minder planned various seasonal activities and included chalking, cooking, outside play, visits to the park and beach. The child minder allowed the children to be as independent as possible but was on hand to help when needed. For example, at lunchtime children ate independently however the child minder did intervene to help one child who became tired towards the end of the meal.

### **3. Environment**

**Good**

#### **Summary**

The child minder ensures that the premises are safe, clean and suitable for children. She uses the playroom, kitchen and conservatory for her child minding. Children sleep in buggies in the living room or a travel cot in a downstairs bedroom according to parental preference. Children have access to an enclosed outside garden with suitable equipment.

#### **Our findings**

The child minder actively keeps a record of all visitors in her diary. The door to the outside was locked. The premises were clean, comfortable and well maintained. The child minder had risk assessed all areas used by the children as well as visits to the community. She regularly checked smoke alarms and practised and recorded monthly fire drills. Safety equipment such as stair gates were used appropriately. The child minder kept cleaning equipment in a cupboard in the utility room to which children had no access. Records of annual boiler services were in place. The outside area was enclosed and gates kept closed when in use.

There is sufficient space and facilities on the premises and the children could easily access the toys and resources. Booster chairs were available for the children to sit at the kitchen table. Children did not play outside during our visit, however, we saw that there was suitable equipment available, such as picnic benches, rockers, ride on toys, trikes, scooters, balls and small table and chairs.

Toys are clean and in good condition. The playroom contained a wide range of resources to suit all age ranges and which were easily accessed by the children. These toys included for example role play kitchen, books, vehicles, balls, jigsaws, dolls and buggies. There were ample materials available for craft activities such as paint, glue, felt pens, crayons and colouring pencils. Equipment such as potties, booster seats and buggies were all in good condition. The outside area had a selection of equipment and resources which were in good condition and suitable for children to play with. The child minder had her car seats checked regularly at the local family centre.



## 4. Leadership and Management

Good

### Summary

The child minder is motivated and clearly enjoys looking after children. She has acted upon all recommendations made in her previous inspection. She maintains the required records and documents and has good organisational skills.

### Our findings

The statement of purpose is clear, informative and provides an accurate picture of the service. All required records and documents were in place and well organised. The child minder had obtained all necessary forms from parents such as personal information forms, contracts and emergency medical consent. Parents and the child minder signed accident and incident logs. The child minder had a range of policies and procedures that focused on meeting the children's needs such as safeguarding and behaviour management. She had written new policies since the last inspection including what to do in inclement weather such as snow and a General Data Protection Regulation (GDPR) policy.

The child minder provided questionnaires to parents and children asking for their feedback on her service. Feedback from parents was very positive with comments such as; "Very happy with the care provided" and "Hapus iawn gyda'r gofal." Feedback from children was positive with happy faces coloured for each question. The latest quality of care report noted that new equipment such as a role play kitchen and trikes had been purchased.

The child minder had up to date training in safeguarding, paediatric first aid and food hygiene. She and all household members over the age of sixteen had a valid (Disclosure and Barring Service) DBS certificate. The child minder had current public insurance certificate and all car documents were correct. She had not registered with the local food standards department or the information commissioner's office.

The child minder had a positive working relationship with parents and provided a daily diary of events for them. One parent told us that her child was exceptionally well looked after by the child minder and that she kept them up to date throughout the day of any changes in their child's behaviour. The child minder met up with a number of child minders in the local area to share ideas and good practice as well as allowing children to socialise. She took the children regularly to the local park and family centre ensuring they remain part of the community.

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

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

None

### **5.2 Recommendations for improvement**

We recommend that;

- the child minder registers with the local food standards department
- the child minder registers with the information commissioner's office

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

This was a full inspection and undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to confirm availability.

One inspector visited the service on the 26 September 2019 for approximately 4 hours.

We:

- inspected a sample of documents and policies;
- observed care practices;
- visually inspected areas used by the children and
- spoke to the child minder, children and a parent.

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	Elizabeth Janice Jones
Registered maximum number of places	9
Age range of children	0-12 years
Opening hours	8am-5.30pm Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	13 December 2016
Dates of this inspection visit(s)	26 September 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 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:	

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