



Childcare Inspection Report on

Jodie Pasch

Cardiff



Date of Publication

30 April 2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Jodie Pasch operates her child-minding business from her home in the LLanederyn area of Cardiff. The service has been registered since April 2015 to provide care for a maximum of 10 children aged 0 to 15 years of age. The child minders service operates between 8am and 6pm, Monday to Friday including school holidays. The main language of the setting is English with use of incidental Welsh.

Summary of our findings

1. Overall assessment

The child minder operates a well-run service. Children are happy and confident and make good progress in line with their age and stage of development. Children attending are happy, enthusiastic and inspired by their learning and play experiences. The child minder provides a warm and nurturing environment for children where they are supported to grow and develop through play. The child minder is well qualified and suitably experienced to undertake her role. Paperwork is of a very good standard and meets the requirements of The Child Minding and Day Care (Wales) 2010 and National Minimum Standards for Regulated Childcare (2016) (NMS). The child minders home is well maintained, clean, child friendly and provides a stimulating environment for children. Resources are of an excellent standard which are plentiful and fit for purpose. Leadership and management are generally good with a close working relationship with parents.

2. Improvements

Recommendations for improvement identified in the previous inspection had been fully met in line with the regulations.

The child minder had:

- Establish a system that reviewed and updated the Statement of Purpose;
- has individual contracts for siblings;
- ensured all parents sign to authorise consent for emergency medical treatment;
- registered the child minding business with environmental health and
- completed a risk assessment for use of the trampoline in line with the manufacture guidelines.

3. Requirements and recommendations

There were no areas of non-compliance identified at this inspection.

Prior to the writing of the report all good practice recommendations were met.

1. Well-being

Summary

Children are confident and well settled. They are happy, confident and coped well with separation from their parents. They have formed caring relationships with the child minder. There are excellent opportunities for children to lead their own play in a calm happy place in which children learn, develop and play well. Children are listened to and provided with activities which enable them to follow their interests. Children develop as individuals in a caring atmosphere which provides them with a sense of security, belonging and value. They receive praise, are forming strong, positive relationships and their choices are valued. Children are well behaved and polite and are making good progress in this service.

Our findings

1.1 To what extent do children have a voice?

Children have a strong voice and are listened to.

Children were confident to approach the child minder with their ideas and communicated their needs happily about things that interested them. Children are encouraged to speak and express themselves, and all attempts at communication are valued by the child minder. There were plenty of opportunities for free choice, allowing children to make decisions and follow their interests. For example, one child enjoyed playing with toy cars, whilst another was thrilled to build towers out of blocks. We saw that the excellent selection of toys and equipment were stored where children could access them freely. This in turn contributed to children having choices. Older children expressed their ideas and made suggestions as to what they wished to do. They decided to make 'dream catchers' and materials were made available. They also chose what they would like to eat. One child refused blueberries and was offered a banana, which the child was happy about. All suggestions made by children were listened to and wherever possible provided for.

Children at the service have a strong voice and are consulted appropriately according to their age and stage of development. Children are confident to communicate because they know their opinions will be listened to.

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

Children are valued, and their achievements are celebrated, giving them a sense of pride.

Children respond enthusiastically to praise and were eager to please the child minder. Children have clearly developed bonds of affection with the child minder. They were inquisitive and could let their imagination inspire their play. They knew the routines well which gave them a sense of security. Children were settled and very happy at the service. They thrived playing with an excellent variety of toys and equipment that

interested them, remaining highly active throughout their time with the child minder. We saw that children coped well with separation from parents, happily running in, eager to play. Younger children were confident to seek affection from the child minder which was reciprocated by the child minder with cuddles and her integration into their play which delighted the children. One child included the child minder into build a tower out of blocks and they used a toy helicopter to help place the blocks on top of the tower. The child was very animated making sounds of the helicopter and when the tower was high the child had the pleasure of knocking it down and rebuilding it. There was much laughter and excitement and all children present smiled and expressed their happiness in their play.

Children at the service gain a strong sense of security and belonging and are very happy because they feel valued.

1.3 How well do children interact?

Children interact well with their peers.

We saw that children played happily together or alongside each other according to their age and stage of development. The children were very settled, relaxed and confident in each other's company. This deep engagement allowed the children to shape their play as they wished, and they had the time and freedom to do this. Children were able to make their needs known through gestures and speech and these were responded to by the child minder positively. Children were polite and used good manners. Children were beginning to understand their feelings and emotions and were becoming sensitive to the emotions of others. They said 'please' and 'thank you' and were happy to share toys with each other. The older children were involved in making their own house rules knowing that the child minder highly valued their ideas and suggestions.

Interactions at the service are excellent and children play and learn happily together. Children interact well and are becoming sensitive to the needs of others.

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

Children enjoy their time at the child minders and are enthusiastic about their play and learning.

Children are enjoyed their play and learning experiences. There were many opportunities throughout the day for children to take part in freely chosen play. This was interspersed with support from the child minder in more structured activities for example story time. Children had quiet time to relax or sleep. We saw children taking part in an excellent range of activities that included role play, small world play, story books, construction, educational activities naming colours, shapes and counting to name but a few. They demonstrated their enjoyment with lots of smiles and laughter. Children were seen to be engrossed in their play. For example, a child played with a selection of toy dinosaurs trying hard to name them. We saw that children learned through their play as they repeated and pointed at different colours and were thrilled when the child minder praised them. We saw younger children enjoyed imaginative

role play with the toy kitchen and utensils. They pretended to cook food and gave the child minder some to taste responding with a 'high five' clapping and much laughter.

Children really enjoy their play and learning opportunities.

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

Children are developing well and have excellent opportunities to become independent.

Emphasis is placed upon developing children's self-help skills. For example, during lunch time we saw that younger children used age appropriate cutlery independently and fed themselves. Children also wiped their own hands and face after eating food. Young children potty training did so confidently ask to use the potty or toilet with some assistance given from the child minder. Young children are developing their language skills by repeating words and were excited to name the colours of the building blocks as they built a tower out of them. The child minder encouraged the children at every opportunity. Children interact well and are becoming sensitive to the needs of others. Opportunity, constantly reinforcing their efforts with praise and reassurance. Children also had opportunities to play and learn outdoors all of which encouraged the children to explore and build on their natural curiosity.

Overall, children are developing self-help skills and are becoming independent learners.

2. Care and Development

Summary

The child minder values her relationship with children and demonstrated a strong and dedicated commitment to keeping them safe and healthy. The child minder was aware of key policies and procedures and these were consistently implemented and regularly reviewed. Safeguarding has a high priority within the service. There is positive management of children's social behaviour as well as promotion of healthy life styles. Children and parents benefit from a skilled child minder who has a good understanding of individual children and is well able to meet their needs. The child minder respects the children in her care and the decisions they make.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is conscientious and has knowledge and understanding how to keep children safe and healthy.

A new menu promoted healthy eating options. We saw that children enjoyed the food provided. Snack consisted of bread sticks and fruit and lunch of pasta in sauce with water to drink. One child ate a second helping saying, "yum yum". The child minder had registered with Food Standards Agency. Routines such as hand washing after toileting were promoted with all children. Safeguarding was given a high priority and training had been attended. Conversations with the child minder demonstrated that she has a good understanding of safeguarding procedures and knows the process for reporting concerns. The child minder was also aware of the 'Prevent' strategy which is a government initiative to support people in recognising signs of extremism and radicalisation. The child minder had attended a 'Prevent Duty' training course recently. Sleeping babies were monitored and checked on frequently. A accurate daily diary of times children attended were recorded. Records showed that the child minder conducts regular fire drills. The child minder has in place a suitable system to record any medication that is administered to minded children. The child minder undertook mandatory paediatric first aid training in February 2018 and is aware of the need to renew this training every three years.

The childminder is conscientious and utilises additional training to improve her knowledge which keeps children at the setting safe.

2.2 How well do practitioners manage interactions?

The child minder effectively manages interactions.

The child minder works in line with the service's behaviour management policy. She was consistent with her approach, having regard to individual children. Realistic boundaries were used with appropriate sanctions having regard to each child's age and stage of development. The child minder is proactive in praising the children when

they had behaved well, thereby reinforcing their good behaviour. She was also very encouraging when the children made a good effort and praised this. It was evident from our observations that the children responded well to this praise and encouragement. No significant issues of behaviour management occurred during the inspection, because of the positive approach taken. The child minder has a calm and relaxed manner when interacting with the children and this has a positive effect on the way they respond to her. All children were seen to be polite, courteous and kind to each other. The children also took delight in giving each other a 'high five' following good behaviour to which they smiled proudly. We saw that the child minder treated children with great respect.

Interactions and children's social behaviour is well managed in a positive and supportive way by the child minder.

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

The child minder is very caring and responsive to individual needs.

Activities were planned flexibly with emphasis allowed for children to take part in some adult led activities alongside times for free choice and relaxation. Cultural celebrations were included, for example, cooking, dance and music celebration as well as visits to the library to read books. The child minder had knowledge and understanding of child development. The child minder regularly observes children to inform and monitor their progress. This information is shared with parents. Additional needs of a child are recognised and supported in partnership with the child's parents. Good relationships were evident between children and the child minder. There is a sense of fun and enjoyment as the daily routine provided children with busy active times. Children are regularly taken out and about to the park, beach and playgroups interspersed with quieter times so children had time to reflect and rest.

The child minders knowledge and confidence are practised effectively to meet individual children's needs and development.

3. Environment

Summary

The environment is organised, clean, homely and very stimulating for children. Resources are plentiful, of excellent quality and suitable for the age range of the children. Children have sufficient space for play and learning activities and access to a suitable range of resources.

Our findings

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

The child minder has excellent effective systems in place to ensure that the environment is safe for children.

The child minder was aware of their responsibilities in relation to the safety and welfare of children and adhered to the service policies. Entrance was gained through the front door which was kept locked. A log of visitors was in situ. The back garden area was also secure with a section that partitioned off an area that prevented children from accessing the gate. This area was secure and free from hazards. Risk assessment checklists for all rooms and/or play areas had been completed by the child minder. A gas appliance check had been carried out. Public Liability Insurance and car insurance were in date. Details of dealing with an emergency were available as were fire evacuations procedures. A smoke alarm was in place in the hall way. A safety gate was in situ in the hall way.

Parents can be confident that the child minder is committed to ensuring the safety of the environment.

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

The child minder ensures that children are cared for in a warm and welcoming suitable environment.

Children have easy access to an excellent range of resources which are easily accessible to them which allowed children to follow their interest, with variety and choice. The indoor play space is child friendly, warm and welcoming. The outdoor play space provided resources suitable for children's needs. The child minder has suitable chairs available to allow children to eat their meals together at a kitchen table. Activities and games were plentiful and included a variety of jigsaws, cars, books, role play items, dressing up, construction and small world items. The child minder showed us additional resources she stored for children. Practical equipment such as a nappy changing mat and push chairs were all readily available. Children generally slept in the pushchair, but this was agreed with parents first.

The child minder demonstrated that she has good knowledge of what resources children require through various age ranges and she has excellent varied resources available to cater for their needs.

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

The child minder ensures that children have access to a wide range of excellent resources.

There was an excellent selection of resources available that were age appropriate for children, challenging and stimulating. We saw that the resources at the service covered a wide range of play opportunities. There were books, card matching games, small world toys, dolls, construction blocks, craft resources and malleable play. We saw children freely accessing the stored resources on many occasions, finding what they wanted to play easily. The child minder told us that the toys and resources are regularly rotated to keep children interested. The child minder regularly checked resources and equipment so as to ensure that they were safe, clean and of suitable quality.

The child minder is very effective at ensuring that children have an excellent range of toys, resources and equipment to use.

4. Leadership and Management

Summary

Leadership and management of the service is good. The child minder is clear about her roles and responsibilities. Information is shared effectively with parents. The child minder is committed to the on-going improvement of the service and was open about attending training to enhance her knowledge and skills.

Our findings

4.1 How effective is leadership?

Parents can be confident the provision is well run.

We saw that a comprehensive and up to date Statement of Purpose was in place that provided an accurate picture of what the service offered. The child minder ensured that her service complies with the National Minimum Standards for Regulated Childcare and aims to exceed them. A file held a methodical range of policies and procedures which were reviewed and if necessary updated. Certificates showed that the child minder had attended various child care related training courses to include: Child Protection, Paediatric First Aid, Food Hygiene and a level 3 Diploma in Care Learning and Development. The childminder was aware of the Information Commissioners Office with membership dated 13 September 2018 to 12 September 2019. The child minder is not able to provide an "Active Offer" of the Welsh language, although we saw resources and toys that promoted the Welsh language. The child minder also used incidental Welsh words. The child minder records accidents and incidents appropriately and has a system in place to record the administering of medication and any existing injuries children have when attending the service.

Leadership of the service is good, and the child minder is well organised and provides a quality service.

4.2 How effective is self evaluation and planning for improvement?

The child minder values self evaluation and uses various methods to gather feedback and information.

A comprehensive quality of care report had been produced, drawing on the views of children and parents. We also saw an action plan for improvement highlighted priorities for the coming year. Questionnaires that had been issued to parents and children gave positive feedback commenting how their child enjoyed their time with the child minder. Comments included, 'My child is happy, loves playing on the trampoline and with the variety of toys'. Another said, 'So happy with the care given to my child'. The child minder is effective in managing her own time and prioritising activities responsively to ensure that children's needs are always met in a timely manner. The child minder is committed to the on-going improvement of the service.

There are effective systems in place to ensure that the service is subject to on-going self-evaluation and improvement.

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

The child minder has established routines and policies to help her manage her business.

We saw that policies and procedures were well organised and contained the required information. A diary showed that the child to adult ratio met the national minimum standards. The child minder and members of her household over the age of 15 years each have current DBS checks in place and the child minder has a system to ensure they are renewed as necessary. We observed the child minder to be well organised and we saw that this allowed her to remain calm whilst delivering care. Examples of this included, having children's snack prepared and at hand for when it is needed, as well as having sleep and nappy change resources easily accessible. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. There are contingency plans in place to deal with emergencies.

Management and leadership is effective.

4.4 How effective are partnerships?

Children have their needs and preferences identified and parents know how these will be met.

The child minder works very well and in partnership with parents so as to identify each child's individual needs, any likes or dislikes and keeps parents informed about their children's progress and well-being. The child minder involves parents and carers at every opportunity in making decisions about their child/children and builds effective partnerships with them. The child minder obtained detailed information about each child's needs and preferences by agreeing contracts with parents and completing child record forms. We saw that the child minder thrived on giving verbal feedback to parents and feedback via text messages and through photographs of their child involved in various activities. The child minder told us that if there was a proposal to change an aspect of a child's care, parents were fully involved in the decision. For example, when children were ready to attend a play group, school or mother and toddler session.

Partnerships with parents are very good, very accommodating and flexible so as to meet the needs of individual children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken by one inspector. So as to ensure the child minder was home we telephoned. We spent approximately five hours with the child minder and three children present. We;

- reviewed information held by CIW;
- observed the child minder and her interactions with children;
- reviewed some policies and procedures;
- examined a range of documentation, records, and children's files and
- undertook a visual inspection of the rooms used for child minding purpose and the outdoor garden area.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Jodie Pasch
Registered maximum number of places	10
Age range of children	0-15 years
Opening hours	8:00am – 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	05/10/2016
Dates of this inspection visit	05/03/2019
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?	The child minder does not provide the 'Active Offer' in relation to the Welsh language. We recommended that the service user considers the Welsh Government's "More Than Just Words" strategic guidance for Welsh Language in Social Care.
Additional Information: Although the child minder cares for children up to the age of 15 years, CIW consider the care for children aged 0 – 12 years.	