



Childcare Inspection Report on

Zoe Exton

Newport



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Description of the service

Zoe Exton is based in Newport .Her service is provided from her home and operates five days a week from 7.30 until 6 pm. The child minder is registered to care for a maximum of eight children and she has been registered since July 2015.The service is provided through the medium of English with incidental Welsh used every day.

Summary of our findings

1. Overall assessment

We found that children attending this service enjoy their time and are happy to attend. They are able to make choices over their play and they have access to a wide and suitable range of play resources. Children enjoy a warm relationship with the childminder in an environment which is tailored to meet their needs. Parents and children benefit from a reliable service which meets all regulatory requirements. Children are safe can learn, play, and become independent.

2. Improvements

None noted at this inspection.

3. Requirements and recommendations

No issues of non compliance were evident at this service and no recommendations have been necessary,

1. Well-being

Summary

The children were happy and confident they enjoyed a range of activities and benefitted from the calm and reassuring care provided by the childminder. Children enjoyed the warm and comfortable child focussed environment which enhanced their play and learning experiences. The children responded positively to guidance from the childminder and we saw her praise good behaviour, good manners and sharing. Children are able to relax and learn from a child minder who is a positive role model.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves and their views are valued by the child minder. They are encouraged to make choices about their play. Children were happy to play with their favourite toys and knew where everything was kept in the play room. Children chose to play "build an animal" from a wide range of animals, a bear and unicorn were the first choices and they were happy to rummage around finding the right uniforms to suit the animals. Children were eager to be involved with this activity and when asked, said they wanted to continue playing and not move on to something else. Although there is activity planning in place, children are able to influence their choices because the child minder is flexible and will meet their requests for activities. Children were delighted when they were asked if they wanted to make sparkly bread sticks after their lunch. Children enjoyed their lunch of cheese and pasta which they chose themselves, children told us they loved the food at Zoë's house.

Children are able to make choices and their voices are heard.

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

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. Strong links have developed between the children and the child minder and we saw that they were praised and encouraged in all their activities. We saw that the children were happy and confident to approach the child minder and chat with her whilst they played. The children expressed enjoyment, and we saw them smiling and laughing amongst themselves. During the afternoon children were very confident and were happy to play and find resources fairly independently. Until it was time to make sparkly bread sticks. The children who were the same age and knew each other well and played together as friends, taking turns at the toy cooker or sweeping the floor with the toy Hoover.

Children are well settled, happy, confident, and feel valued.

1.3 How well do children interact?

Children manage their behaviour, cooperate, take turns and share. The children were well behaved, polite and enjoyed interacting together and with the child minder during the inspection. The children also interacted with us and asked questions or brought us their many creations from building the animals. We saw that they showed affection for each other and the child minder either holding hands or with spontaneous hugs.

Children manage their behaviour and enjoy warm and positive interactions.

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

Children are interested and excited in their play which is very much led by them they were happy to learn from the child minder how to dress and undress the animals in all their different costumes and were excited when they knew that they would make sparkly bread sticks after lunch. Children enjoyed learning new skills especially when they could dress an animal without help. We saw children laughing and smiling during all their activities and they were happy settled and content.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

1.5 How well do children develop, learn and become independent

Children showed their independence by bringing out the resources they wanted and accessing the bathroom when needed, remembering to wash and wipe their hands using the towels provided. They were happy to tidy up toys and to put wet wipes in the bin or get a toy they wanted to bring into the play area. Children were responsive to help from the childminder during their activities and were eager to learn, for example how to make a cake using the toy kitchen and finding the right ingredients, or how to button up a costume on the "build an animal" activity.

Children are making progress, and are confident and independent

2. Care and Development

Summary

The child minder provides a good variety of activities which the children enjoy and find interesting. She respects the children in her care and the decisions they make. Children remain safe and healthy because the child minder has a good understanding of her responsibilities enjoys caring for the children, and her knowledge of their families enhance their overall well-being.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder had good knowledge of child protection issues and talked us through the process of escalating any concerns. The child minder promotes good hygiene and the children were gently reminded to wash and dry their hands after using the bathroom before and after meals or if they had sticky hands. The child minder promotes healthy eating and ensures the children have fruit vegetables and yoghurts every day .The child minder had a good system to record medication that is administered, along with a record of any accidents. Records showed she practiced fire drills with the children regularly and ensured all children were familiar with the procedure, and knew what to do in an emergency. The child minder also keeps clear records of children's attendance.

The child minder keeps children safe and healthy and there are good policies and procedures in place to support this.

2.2 How well do practitioners manage interactions?

The child minder is a good role model. She is calm and reassuring and uses a consistent approach to managing behaviour. We did not see any significant issues of unwanted behaviour during the inspection and the child minder was positive and warm in guiding the children. We saw her praise good behaviour, good manners and sharing both in English and Welsh, which the children responded to with smiles and laughter.

The child minder manages interactions effectively and this has a positive impact on children's well-being.

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

The child minder provides a nurturing and caring environment in which children's

free choice of play is promoted and their needs are met. The child minder responded to the children with affection and the children were very comfortable in her care. The child minder plans activities ahead for example to reflect seasons, leaves and autumn colors were placed on the walls or, annual celebrations and we saw pictures of the children celebrating Diwali, Halloween as well as birthdays and family occasions. The child minder also uses her busy books which are a record of children's progress to plan for next steps.

The child minder effectively promotes children's well-being through play and learning and her understanding of children's individual needs.

3. Environment

Summary

Children benefit from an environment which meets their needs. They are able to access a variety of resources indoors and are familiar with the lay out of the play area. Children are comfortable and have suitable furniture to use when playing. The play area is used for most activities; messy play, creating cards or paintings to take home, playing with toys and general free play. The living area is available for bigger toys also and the child minder has maximized the space available to the children. Although the garden is small children do play outside in good weather with supervision.

Our findings

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

The child minder ensures that all areas used by children are safe and well maintained. The child minder had identified and addressed risks in her home and risk assessments are undertaken. The front door was locked and a visitor's book was available to sign. Smoke alarms and a fire blanket were in place and accessible, and evacuation drills recorded and explained to the children. All insurance cover was seen and was up to date.

The child minder checks and ensures the safety of the environment for children in her care.

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

The child minder provides an environment which is well decorated and is very welcoming, with space available for children to play and learn. The child minder has designed the layout of the play area to maximize the space for learning or playing. Children can move from one activity to another easily and enjoy their own table and chairs for eating and comfortable furniture in the living area for reading books or singing songs together with the child minder or just for a cuddle. Children have access to a wide range of toys and equipment that are suitable to their needs.

The child minder provides an environment which is well resourced and suitable for children to explore and enjoy.

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

The child minder routinely quality checks the toys and resources so that they are safe and well maintained. The resources and equipment available are up to date and reflect the popular trends of the day for both boys and girls. Children also benefit from new books and toys whenever possible and the child minders network includes parents who pass on

unwanted toys of very high quality, resources meet the requirements of learning through the foundation phase.

The child minder rigorously checks to ensure resources and equipment are of a good quality

4. Leadership and Management

Summary

The child minder provides very reliable service that is very well organised. A good range of policies and procedures are in place which outline the service and this ensures that parents are well informed about what to expect before the children are placed in the child minders care.

Our findings

4.1 How effective is leadership?

The service is well run, organised and efficient. The child minder's Statement of Purpose is clear and she confirmed that it is shared with parents. Policies and procedures are also available for parents to read or take home and are reviewed annually. Children's development is captured and is shared with parents from the child minders records The child minder keeps individual "busy books" and parents are able to see the positive progress made by their children. Many had attended the service since infancy and so had developed, learned new skills and were becoming more independent during their time at the service. From the records available we saw that the child minder has a good knowledge of the National Minimum Standards for Regulated Child Care and she ensures her policies are appropriate and meet requirements. The child minder has good recording systems in place in relation to recording accidents and incidents and the administration of medication

The service is run efficiently through good leadership and management.

4.2 How effective is self evaluation and planning for improvement?

The childminder reviews her service annually in order to complete the quality of care report. She has devised questionnaires for both parents and children which focus on the key themes outlined in the inspection process, all comments were positive and we saw cards and letters from parents showing their appreciation to the child minder for the care she provided. One parent told us his son loved coming to see Zoe and sometimes wanted to stay!

Leadership and management is seen as a priority for the child minder and is reflected in her documentation and the responses from children and parents.

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

The child minder is effective in managing her own time and has a wide range of skills to provide a home-based child care service. She plans activities responsively to ensure that children's needs are always met in a timely manner and the 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. The child minder has strong links with other local childminders who have a reciprocal agreement in place to help should it become necessary. The child minder and members of her household have current Disclosure and Barring checks in place. Safeguarding hygiene and first aid training was up to date. The child minder is keen to review her own training needs and develop her knowledge and regularly checks if there are any courses she can attend which may help to improve her service.

The service is well organized and this has a positive impact of children's experiences.

4.4 How effective are partnerships?

Children's needs and preferences are identified well and parents know how these will be met. The child minder told us that when a child first starts with her, a child record form is completed by the parents so that the child minder has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. We examined these records and found them to be up to date and in very good order with detailed information on all children cared for. The child minder gives verbal feedback each day to parents and shows them the records if they ask specifically at any time. Parents' responses to the childminder's questionnaires reflected the good partnership arrangements in place and how the parents really value the opportunities experiences and genuine care afforded to their children.

Partnerships are strong.

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 unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service for approximately four hours. We:

- Observed the children and the care they received;
- Talked to two children;
- looked at a wide range of records;
- had discussion with the child minder;
- looked at responses from parents in respect of the care their children received in response to the questionnaires from the quality of care review.
- Talked with one parent.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Zoe Exton
Registered maximum number of places	8
Age range of children	0-12 years
Opening hours	7:30 to 6:00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 February 2016
Dates of this inspection visit(s)	8 November 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 which 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” strategic guidance for Welsh Language in Social care.
Additional Information:	