



Childcare Inspection Report on

Amy Jonker

Pembroke Dock



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Description of the service

Amy Jonker was registered as a child minder in January 2018 to look after a maximum of six children at any one time. She provides care for children aged between birth and twelve years, from her home in Coshaston, Pembrokeshire. The service is open from 8am to 6pm, Monday to Friday, and the language of the care is English.

Summary of our findings

1. Overall assessment

Children are very happy, secure and comfortable in this child minder's care. They enjoy their play and learning and the child minder provides positive and nurturing care. The child minder provides a very comfortable, safe and clean environment for the children with good facilities and resources. She manages her service well.

2. Improvements

Following our visit, the child minder:

- Updated the risk assessments for the service to include the rooms in which children slept and also confirmed that she had secured a blind cord in one of the rooms in order to reduce risk;
- provided paper towels to children for them to dry their hands;
- updated consent forms to be clearer about the use of photographs on social media;
- updated the statement of purpose to provide clearer information about the maximum number of children she could mind; and
- confirmed that she had obtained more detailed and updated information about children's specific medical needs.

3. Requirements and recommendations

We made a recommendation regarding following guidance from an oil safety engineer. There is more detail at the back of this report.

1. Well-being

Summary

Children feel very happy, secure and comfortable in this child minder's care. They know that their preferences and choices are valued and they interact with each other well. They have lots of fun whilst learning through activities which interest and engage them.

Our findings

1.1 To what extent do children have a voice?

Children can be confident that their communication will be listened to, including non-verbal communication.

Children were able to go and play when they had finished their lunch. When one of the children took a little longer than the others, they were not rushed and enjoyed their lunch until they decided they had eaten enough. When a child who usually had a sleep did not sleep when put in a cot, the child minder monitored them carefully, and got them up when it was clear that they were not going to settle. When a baby did not look very happy when they were all playing together, the child minder sat the baby with her and included her more in the group game, resulting in the baby beaming happily. The child minder talked with an older child who attended after school about what they would like to play and when the child said that they wanted to play two games of bingo, they were able to do so.

Children have a strong voice.

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

Children are relaxed and confident in the care of the child minder.

After a very brief period of uncertainty, the children were very confident in our presence talking to us and sharing their toys. They approached the child minder for cuddles and they were relaxed even when they first awoke after a nap. An older child chatted happily with the child minder about the school day and was disappointed when it was time to go home as they were enjoying their play. An older child spoke positively about their time with the child minder. Parents told us that their children enjoy attending the service, with one parent commenting that their child "*loves every minute.*"

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children display socially acceptable behaviour and show thought for others' feelings.

Children used good manners, saying for example, "*Yes please,*" when they were asked if they wanted milk. They all helped to tidy up. An older child had helped to make house rules and told us that one of the rules was to sit at the table. An older child was very kind and considerate of younger children. For example, the child stroked a baby's face very gently and was very happy to let a younger child have a card if they both needed it in a

game of bingo. The children were all very gentle with each other and a young child offered a chalk to another child when they showed interest in what they were doing.

Children interact very well.

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

Children are very engaged with their activities and show enjoyment.

We saw huge smiles from all of the children, regularly, throughout our visit. A young child who was just learning to walk smiled and laughed as they made sounds in the toy microphone and played a game of gently falling onto the child minder who was sitting on the floor. The children were very engaged with different activities throughout our visit and they particularly enjoyed a group game of bingo and their outdoor play where they played football and played in the sand, in a play house and on a swing. All of the children had fun doing the 'floss' dance with the younger children copying an older child in their own way.

Children really enjoy their play and learning.

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

Children have many opportunities to develop their individual skills and independence.

Children had opportunities to develop a range of skills during planned activities, free play and the daily routine. For example, children developed their vocabulary through playing a game of bingo and chatting about a book of ocean creatures and they developed their physical skills by playing in the sand, playing football and moulding play dough. Children ate independently. Children aged between two and three years confidently put their own shoes on and took them off. An older child was given responsibility to 'help', which they clearly thrived upon, such as giving out coats for the children and setting up a game that they all played together.

Children develop, learn and become independent well.

2. Care and Development

Summary

The child minder is a kind and positive practitioner who clearly enjoys her role. She provides good support to children to develop their individual skills, effectively meet their needs and boost their self-esteem. The child minder has established good practices to keep children healthy and safe and create a happy atmosphere in her home.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has sound procedures in place to keep children safe. She encourages a healthy lifestyle.

The child minder had up to date training in safeguarding children, paediatric first aid and food hygiene. She was confident about safe and correct procedures to follow when we discussed a hypothetical child protection scenario with her. She kept detailed records regarding accidents and the administration of medication. The child minder followed good hygiene procedures when changing nappies by wearing disposable gloves and aprons, washing her hands and cleaning the changing mat down after each nappy change. The child minder supervised the children well during our visit and gave them safety reminders, such as to wait for her as they went up the stairs and to finish eating what was in their mouth before going to play. She conducted regular fire drills with the children. The child minder made outdoor play a prominent feature of her practice. We saw this during the visit when children played in the garden and also in photographs of the children on walks and at the park.

The child minder effectively keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model and she uses positive behaviour strategies.

The child minder had a very positive disposition and it was clear from her practice and discussion that she really enjoyed her role. She spoke calmly and kindly with the children throughout our visit. She followed her behaviour policy by reinforcing good behaviour through praise. For example she said "*That is so kind!*" to an older child who allowed the younger child to have the bingo cards first. When a child was tired but was not very keen on going to bed, the child minder turned it into a positive, saying "*Aren't you lucky to be having a lovely sleep?*"

The child minder manages interactions very well.

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

The child minder monitors children's development and plans a range of interesting activities to promote their development and play. She is very familiar with their needs and meets these promptly.

The child minder recorded the development of children of all ages using Foundation Phase profiles. She planned interesting activities around a theme which covered the range of skill areas. Examples of the activities that the child minder had planned and provided, which we saw in planning documents and photographs, included: planting and cooking activities, visits to the park, a farm attraction and a local garden centre, painting and craft activities, walks, looking after caterpillars and regular participation in a craft group and a music group. She was very aware of children's skills and the next step in their development. She supported them well in their play, seizing opportunities to develop their individual skills. For example, the child minder supported a child aged between one and two years to stack wooden shapes over a peg. She clapped and celebrated with the child when they succeeded, saying, "*You are so clever.*" She also used this as an opportunity to introduce colours and numbers quite naturally in the play. She encouraged children to name fruits and talked about colours with the children at snack time. We did not hear any Welsh being used during our visit. However, the child minder told us that she had completed a Welsh course in her previous job and it was an aspect of her service that she would like to develop. The child minder ensured that she changed children's nappies and provided reassurance promptly and that they had sleep, food and drinks, as they needed.

The child minder successfully promotes children's play, learning and development and meets their needs well.

3. Environment

Summary

The child minder provides an airy, clean, welcoming and accessible environment for the children. She ensures that the environment is safe for children and she provides all of the facilities that the children need. She provides good quality equipment and resources for children's play.

Our findings

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

The child minder follows procedures to reduce and eliminate risks to children in the environment.

The child minder had completed risk assessments for the environment. At the time of our visit, these did not include the rooms in which children slept. However, the child minder updated these immediately after our visit and also confirmed that she had secured the blind cord in one of the rooms. We saw that there were control measures in place such as stair gates at the top of the stairs and a high lock on the door to where the dog stayed. The child minder also had a checklist as a reminder to do daily safety checks. The door to the service was kept locked throughout the time of our visit, apart from a brief time when the children played in the garden, but this was addressed immediately. The child minder kept a record of visitors to the service. She had ensured that there was an up to date safety check conducted on her oil central heating system. There was a recommendation in the engineer's report regarding the oil tank, which the child minder explained could only be addressed when the tank was empty, which she intended doing at that time. The child minder's home had undergone an environmental health inspection and there were no issues raised at this inspection. All of the child care areas which we saw were clean and well-maintained.

The child minder effectively ensures the safety of the environment.

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

The child minder provides space and facilities to meet children's needs.

The child minder provided plenty of play space for the children in her lounge and also in the dining room where children did table top activities and ate their snacks and meals. There were sofas available on which the children could relax. The child minder provided a very suitable space for the children to have a sleep in bedrooms which were darkened, clean and quiet. Each child who had a sleep on the day of our visit had a separate room in which to sleep and there were video or audio monitors in each room. The child minder also provided a very appropriate outdoor space for the children, which was immediately accessible from the indoor play space, and had a space for an older child to play ball as well as a sand pit, play house and swing. The bathroom was also easily accessible on the ground floor of the child minder's home and the child minder confirmed following our visit

that she had provided paper towels for the children to dry their hands. She ensured that play resources were stored at a low level so that children could access them independently.

The child minder provides a very suitable environment.

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

The child minder provides a range of toys which are suitable for the children's stages of development and interests.

The child minder provided toys which were suited to the age of the children being cared for, such as musical instruments, play dough, stacking and sensory toys, push along toys, construction toys and an easel with chalks. She also made her own resources to fit with the themes, such as resources for an autumn bingo game and play dough activity mats with different sea creatures on them. The child minder had a double pushchair for taking children out and about safely. She provided the children with suitable seating when they sat at the table which included a high chair for a baby and soft, comfortable booster seats with secure straps on for toddlers. The child minder had a car seat for each of the children in her care which we saw her strapping the children into securely before going on the school run. All of the resources and equipment that we saw during our visit were clean and in good condition.

The child minder ensures that resources and equipment are of good quality.

4. Leadership and Management

Summary

The child minder has established effective processes for managing her business. She has good partnerships with parents who are very happy with the service that she provides. She is developing her processes for self-evaluation of the service and is motivated to make continuous improvements to the service.

Our findings

4.1 How effective is leadership?

The child minder has an informative statement of purpose in place and operates a range of policies and procedures.

The child minder had written a detailed statement of purpose which contained the information that parents needed and this matched with the service we saw during our visit. We inspected a sample of the child minder's policies, including policies on child protection, behaviour, confidentiality and complaints and found that the child minder had included relevant information and they were centred on the needs of the child. The child minder showed awareness of Prevent duty in relation to anti-radicalisation in her child protection policy.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

The child minder is aware of her responsibilities in relation to reviewing the quality of the care she provides and she takes action on recommendations.

The child minder showed, in discussion, that she understood that she would have to complete a quality of care review and report by the time the service had been in operation for a year. The child minder took immediate action on the issues that we discussed during our visit, as specified in the 'improvements' section of this report.

Self evaluation and planning for improvement is developing.

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

The child minder operates in accordance with her conditions of registration. She has up to date documentation in place and robust record-keeping processes.

We checked a sample of attendance records and found that these were fully completed and that the child minder ensured that she stayed within the correct ratio of different aged children she can mind. The child minder and the other household member over the age of 16 had undergone up to date Disclosure and Barring Service (DBS) checks. The child minder also ensured that there was up to date public liability insurance and car insurance

for business use in place. She had registered her business with the Information Commissioner's Office (ICO) for the year. The child minder kept her records in an orderly manner and kept them locked in a cupboard to ensure confidentiality.

Management of the business and resources is effective.

4.4 How effective are partnerships?

The child minder communicates regularly with parents about their children and she gives them detailed information about the service.

The child minder communicated with parents privately via WhatsApp on a daily basis, giving them information about their child's day with her. She found that this was an easy way of instant, two-way communication. We also saw the child minder having a relaxed conversation with a parent who was picking a child up. We checked a sample of the children's records and found that the child minder had sought all of the relevant information about the children's needs. She had agreed a contract with parents for the care of each child and she had sought consents for certain aspects of the service such as travelling in the car, applying sun protection and going on local outings. At the time of our visit, the consent for use of children's photographs on social media was not clear but the child minder updated these immediately. The child minder provided her statement of purpose and policies to parents on email so that they could easily refer to them. She also displayed relevant documents in her home, for parents to see, such as the registration certificate, the public liability insurance certificate and training certificates. The child minder took the children out and about in the local community and had established links with other child minders to share good practice. Parents who we spoke with and who completed CIW questionnaires were very happy with the service. They strongly agreed that the service was well run and that the child minder communicated well with parents.

Partnerships are very effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Not applicable as this was the first inspection of the service since its registration.

5.2 Recommendations for improvement

We recommended that the child minder should address the issue regarding the base on which the oil tank is situated, that was noted in the oil service report, as soon as she is able to.

6. How we undertook this inspection

This was a full, unannounced, post-registration inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 22 October 2018 for approximately three hours. We:

- inspected a sample of documentation and policies;
- observed the care being provided by the child minder;
- spoke to the children, a parent and the child minder;
- read two questionnaires from parents; and
- provided feedback to the child minder by telephone on 23 October 2018.

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	Amy Jonker
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	8am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Not applicable as this was the first inspection of the service since its registration.
Dates of this inspection visit	22 October 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 does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> . However, the service is situated in a predominately English-speaking area.
Additional Information:	