



Childcare Inspection Report on

Janis Ttophi

Cardiff



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Description of the service

Janis Ttophi is based in Llandaff outside Cardiff. Her service is provided from her home she operates a flexible service over seven days which includes overnight stay. The child minder is registered to care for a maximum of ten children and she has been registered since 2004. The service is provided through the medium of English with some incidental Welsh.

Summary of our findings

Overall assessment

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

1. Improvements

None noted at this inspection.

2. Requirements and recommendations

No issues of non compliance were evident at this service. Recommendations relating to the record keeping element of the service can be found in section 5.2 towards the end of this report.

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 child minder. We did not see any significant issues of unwanted behaviour during the inspection and children enjoyed the warm and comfortable environment which enhanced their play and learning experiences. The children responded positively to guidance from the child minder 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 make hedgehogs with cards and sticky leaves and made their own choices about the colour of the leaves and how many to stick on their hedgehogs. Children asked lots of questions during the activity for example "Why do they have eyes?" and were confident that their questions would be answered. The children also understood that the child minder could only answer one question at a time. During free play children made their own choices and were able to access their chosen toys easily. Although there is activity planning in place, children are able to influence their choices because the child minder is flexible and will meet their request for activities. Children are provided with lunch and all chose to have pizza with yogurt for dessert.

Children are able to make choices at this service 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. We saw that the children were 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. Children found all the toys and puzzles they wanted from the accessible storage and were content to play independently. The children who were the same age and knew each other well played together as friends, with only a few disagreements. They also included a younger child who was delighted to be involved.

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

1.3 How well do children interact?

Children manage their own behaviour well, cooperate, take turns and share. The children were well behaved, polite and enjoyed interacting together and with the child minder with a few minor squabbles which the child minder addressed simply by talking about sharing. The children also interacted with us and asked questions or brought toys to show us how they worked. 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 happy in their play which is very much led by them with some suggestions from the child minder. The children were excited when they knew they would be making hedgehogs and listened carefully to the child minder talking about autumn and the different colour leaves. Children were happy to explore the storage boxes and bring out dolls to play with and also to play make-believe at the toy kitchen.

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 learn to develop through some of the planned activities provided by the child minder which were based on the foundation phase. We saw pictures of children threading for fine movement skills, painting to learn colours and during the inspection counting in Welsh and English. Children were interested in listening to the child minder talking about autumn and told us that leaves change colour and drop off the trees. Children showed their independence by bringing out the resources they wanted and cleaning their hands using wet wipes after messy play. The children were asked what they had to do before their lunch and all remembered about washing and drying hands. Children were able to feed themselves and chose the colour plates they wanted.

Children in this service 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 helped to wash and dry their hands after using the bathroom and before and after meals. The child minder has a good system to record medication that is administered along with a record of any accidents. Records showed she practised fire drills with the children every month and ensured all children are familiar with the procedure, and know what to do in an emergency. The child minder also keeps detailed 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. The child minder includes story time in her sessions and we saw children listening carefully nodding in agreement or joining in with actions. We heard the child minder praise good behaviour, good manners and sharing, 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. She showed us an example of her activity plan for a typical week using the seasons or celebrations like Halloween or Guy Fawkes to plan arts and craft activities. Children made drawings or decorated cards to reflect the various themes, which were then put up on the wall to remind them what they had learned. Her planning also included activities such as using the soft play gym, "ants in your pants play group" toddler groups in the local leisure center and visiting local parks so that the children could run around. The child minder maintains records of the children's development and uses the foundation phase as the basis for charting children's progress which she passes on to parents

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 is tailored to meet their needs, they are able to access a variety of resources indoors and are familiar with the lay out of the play area they know where things are kept and can enjoy exploring the storage areas to discover new toys or puzzles. The play area is bright and cheerful with posters and children's work on the walls. Children are comfortable and have suitable furniture to use when playing. The play room is used for most activities including messy play, creating cards or paintings to take home playing with toys and general free play. The garden is exciting with plenty of space for outdoor games as well as, trikes bikes and scooters

The environment is ideally suited for children to enjoy all the resources available.

Our findings

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

Parents can be confident that the all areas used by children are very safe and very well maintained. The child minder had identified and addressed all risks in the home and detailed risk assessments had been recorded. The front door was locked and a daily diary 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 are provides an environment which is well decorated and is very welcoming, with good 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 comfortable furniture for reading books or singing songs together with the child minder or just for a cuddle. Children have access to a good range of toys and equipment that are suitable to their needs. Children told us they loved the dolls making "things" like cards, and playing in the garden with the trikes and scooters.

The child minder provides an environment which is child centred 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. The children also benefit from new books and toys whenever possible and the child minder ensures that the 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

Children and parents benefit from a 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 minders statement of purpose is clear but needs updating and changed to CIW rather than CSSIW and she confirmed that it is shared with parents. Policies and procedures are also available for parents to read or take home. Children's development was captured and could be shared with parents from the child minder's records. Parents were 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 child minder reviews her service annually in order to complete the quality of care report. She has devised questionnaires for both parents and children and had started to compile a report for 2018. Previous report show that parents and children are happy with her service and any suggestions for improvements are considered, comments usually related to children's food likes and dislikes rather than the overall service. Parent's comments reflected how happy they were that their children had such good care and fun when they were cared for by "Janis."

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 an excellent 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 child minders 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 was up to date and the child minder was booked onto a paediatric first aid course.

The service is well organised 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 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 in the service. The child minder gives verbal feedback each day to parents and shows them the records if they ask specifically at any time. Parent's responses to the child minder'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 and well developed.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- None

5.2 Recommendations for improvement

- Statement of purpose to be updated
- Quality of care report to be updated and completed

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.

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	Janis Ttophi
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	Flexible over seven days including one overnight stay.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16th March 2018
Dates of this inspection visit(s)	9th 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:	