



Childcare Inspection Report on

Victoria Fernandes

Barry



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Description of the service

Mrs Victoria Fernandes has been providing care from her home since May 2006. She provides care for up to six children up to 12 years of age and operates Monday to Friday 7.30am – 6pm. The service is provided in English, opportunities to include the Welsh language are taken although she is unable to provide the Welsh language Active offer.

Summary of our findings

1. Overall assessment

Children enjoy a wide range of interesting indoor and outdoor activities. They are happy, settled and confident. The child minder promotes a healthy lifestyle and places an emphasis on outdoor play and activity. The environment in which care is given is safe and stimulating. The child minder is committed to ongoing and involves parents in discussions about ways to improve the service she offers. The child minder has good administrative skills and her documents and records are well organised.

2. Improvements

None noted since the last inspection.

3. Requirements and recommendations

We made three recommendations regarding operational matters under the care and development theme. These related to the development of additional policies and records and are summarised at the end of the report.

1. Well-being

Summary

Children are settled and happy and enjoy their time at the service. They find the range of activities and play experiences interesting and exciting. They express themselves confidently and have a strong voice. We found that children are listened to, valued and encouraged to develop independence. Children experience warmth and kindness, are stimulated and motivated to play with a range of resources. Children interact well and have warm relationships with the child minder.

Our findings

1.1 To what extent do children have a voice?

Children confidently express themselves and know they are listened to.

Children were constantly making decisions about what they wanted to do. For example, they chose toys to play with and then stated clearly when they wanted to play with something else. There was a wide range of resources available stored in clear boxes and shelving in the spacious hallway therefore children could access all toys independently. Children chatted and expressed themselves clearly to make their views known and engaged in conversation with the child minder and us. For example, when asked which activities they would like to play with, they were confident in making their selections and enjoyed the castle and play figures and then went into the hallway and played on the street play mat with a variety of cars and larger vehicles. Children made independent choices within their free play from a good range of resources but also responded to suggestions as well such as having some quiet time before lunch and the school run.

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Children express their opinions clearly and decide what they want to do

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

Children feel safe and relaxed and know that their feelings and concerns are taken into account.

Children were very familiar with routines and the environment. They knew where to find toys and craft resources and confidently helped themselves. We saw children go to the toy boxes in the hallway and get particular toys they wanted. We heard children, chatting and laughing with the child minder. Children sat on the floor with the child minder and played with the castle and toy figures. The children responded well to praise smiling when the child minder said 'well done' when they were counting in Welsh and 'clever boy' and 'good job' when they helped to tidy toys away before lunch.

Children interacted well with the child minder and us and could make their needs known. Parents stated in questionnaires that their children had settled well, flourished in the environment and enjoyed coming to the child minder.

Children feel safe and valued.

1.3 How well do children interact?

Children are learning how to manage their behaviour, are confident to co-operate and take turns and share.

The atmosphere in the home was welcoming and we found that children were very settled and familiar within their surroundings. We saw children enjoy the child minders company with lots of laughter and conversation. Children sat at the dining table with the child minder enjoying a sandwich lunch and drink and were animated whilst they were counting in Welsh. We heard a child say please and thank you to the child minder when they were given food and drinks.

Children interact positively at the service and comply well with rules of socially acceptable behaviour.

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

Children have a wide range of play activities and experiences.

Children enjoyed their play activities. They had many free play opportunities and were laughing and animated as they enjoyed and playing with little figures and the play castle. When children tired of an activity, they made their views known about what they wanted to do next, moved on confidently to get out other toys to play with a garage and cars and trucks and then got a dolls pram and put the toy figures in it and said they were taking them for a walk.

Children are enthusiastic and thoroughly enjoy their time with the child minder

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

Children have a good variety of experiences, which promotes their all-round development.

Children explored opportunities to show independence during our visit. Prior to lunch children washed their hands with support, the child minder praised their efforts. Children sat at the dining table with the childminder enjoying their lunch and conversing with her. They responded well when it was time to change into school uniform and required minimal support. They happily put on their shoes, coat, and got their school bag. Children were enthusiastic when sitting with the child minder playing with the castle and laughing when the cat jumped into the middle of it. Children went to the local playgroup three times per week where they could make friends with other children, which promoted their social skills. They also enjoyed physical play outdoors on the beach, garden, local parks and soft play areas. Parents stated in questionnaires that their children had developed well since attending the service

Children have a good range of opportunities to promote their independence.

2. Care and Development

Summary

Children are safe and cared for by a caring, calm and patient child minder. She is enthusiastic and qualified to carry out her role. She has a good knowledge of child development and ensures regular discussions between herself and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes children's health and well-being

The child minder had policies and procedures in place which helped to ensure children were safe including a safeguarding policy. She had last attended safeguarding training on 28 November 2018 as well as training on the 'Prevent' strategy on 11 November 2018. Following this training, she had produced a policy on the action she would take should she be concerned about potential radicalisation of children. There was no policy on the use of IT and social media in place, which would provide assurance to parents that their children were safe whilst online.

The child minder had accident records available, which included parents' signatures, as did medication records. She had a current first aid certificate dated 15 January 2017. She had a first aid kit available in the kitchen. There were consents in place for emergency medical treatment, outings, photographs, observations, sun cream and transport in the family car. However, parents had not given consent for their children to have access to the family pets. The child minder provided meals to those children who wanted them, while some chose to bring packed lunches. She provided snacks and drinks taking into account the children's wishes and dietary needs. The child minder had last attended a course on food hygiene in May 2018.

Children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder is a good role model to the children.

The child minder was calm with children, recognised when a child needed help, and intervened when she needed too. She got down on the floor to play with children so that she was at their level. She calmly talked to them about sitting nicely whilst eating lunch. We heard her say 'thank you' when a child passed toys to go in the box whilst tidying up before getting different toys out. The child minder gave parents a copy of her behaviour policy, which set out the ways in which she managed behaviour along with others when their children started attending her service.

The child minder's experience enables her to manage behaviour consistently and effectively.

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

The child minder knows the children well, understands their needs and, keeps parents well informed about their child's progress.

We saw that information about the children was comprehensive and included the child's likes, dislikes, allergies as well as information about their family. The child minder planned regular activities based on children's interests and their requests. This included regular trips out to parks, the local beaches, library, local playgroups, soft play areas and local beauty spots. Parents confirmed in feedback questionnaires that their children enjoyed attending the service and had developed well in her care. They were very appreciative of the care and support their children received. The child minder was very responsive to children's needs and clearly knew them well, for example recognising when a child needed the toilet. She undertook observations of all pre-school children which identified their developmental needs and planned appropriate activities to meet their targets.

The child minder plans interesting and stimulating activities that promote the children's play and developmental needs.

3. Environment

Summary

Children are cared for in a house that is comfortable, very spacious and safe. There is a large lounge and open plan kitchen/ dining room as well as a wide hallway off the lounge. Children use the downstairs cloakroom. The garden is secure and flat and provides a spacious, safe and stimulating place for outdoor play.

Our findings

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

The child minder keeps the premises safe, clean and tidy.

The premises were secure and we saw parents and visitors had to knock the locked front door to gain entry. The child minder kept a record of visitors. We were asked for our identification badge and to sign in. The house was clean, comfortable and well maintained. All areas of the child minder's house to which children had access were clean and well maintained with safety gates across the stairs and across the utility room door. The child minder had risk assessments in place, which were reviewed quarterly, with daily checks to ensure any hazards, were managed on a daily basis. A service of the gas boiler took place on 15 March 2018. An appropriate level of public liability insurance was in place and valid until 8 May 2019. Car insurance was valid until 19 November 2019 and the MOT valid until 31 July 2019.

The child minder operates effective procedures to keep the environment safe for children

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

The child minder ensures the premises are welcoming, suitable and well maintained and decorated.

Children are well cared for in an environment that is child friendly and suitable for purpose. The dining room had a table and chairs where children undertook craft and learning activities with a comfortable sofa for quiet time. The living room was off the large hallway and children had access to the rest of the ground floor, which allowed independent and

imaginative play. Toys and equipment were stored in large colourful, labelled boxes and on shelving in the hallway where children could see and access them as they wished. The living room had comfortable sofas where children could relax and enjoy a TV programme. Children used the downstairs cloakroom, which they could access independently if able to. A step, potty and trainer seat for the toilet was available along with liquid soap and individual towels. Children also had access to the safe, flat garden, which had paved and lawned areas, where they could enjoy sand and water play, trampoline, ball games and the ride on toys.

The child minder provides a stimulating, spacious and accessible area for children to enjoy their play.

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

The child minder has a good stock of toys and materials, which are well maintained and clean.

We found that the toys were clean and in good condition. There was a good range of toys and equipment for babies and infants including shape sorters and musical toys. There was a garage with cars, large push-along trucks, play mats, pushchairs and dolls, sensory toys for younger babies, building blocks and a wide selections of books, DVD's and jigsaws. Toddlers and infants used booster seats and high chairs, whilst older children had access to the table and chairs in the kitchen/dining room and sofas in the living room, which helped them to become more independent. Single and double buggies, a travel cot and a range of car seats were also available.

The child minder offers a good range of resources and has regular cleaning and maintenance systems in place.

4. Leadership and Management

Summary

The child minder is motivated and clearly enjoys her role. She maintains most of the required records and documentation and has good organisational skills. She has the qualifications required for the role. The service is provided primarily in English but she takes every opportunity to incorporate the Welsh language although she is unable to offer the Welsh language Active Offer.

Our finding

4.1 How effective is leadership?

Leadership of the service is effective.

The statement of purpose was comprehensive, clear and informative providing a wide range of information to parents. We saw that the child minder ensured that policies and procedures were clear and focused on the needs of the children and regularly reviewed. She had reviewed the confidentiality policy earlier this year in respect of the General Data Protection Regulations (GDPR) and informed parents of this. She communicated daily with parents verbally and by text or WhatsApp, which she used to send photographs of children enjoying the activities on offer. All of the required child records and documents were in place and well completed.

The child minder is efficient, organised and places importance on ensuring she provides a quality service

4.2 How effective is self-evaluation and planning for improvement?

There are systems in place for self-evaluation and planning for improvement.

We saw the current quality of care report completed earlier this year and it included the views of parents. Comments from parents were positive including *'Our child goes to lots of places of interest and has made many new friends since going to Vicky's. He benefits from being around older children and this has improved his social skills'. My child benefits from being in a warm, stable environment with close friends. He is supported to grow, try new*

things, interact with others and communicate in Welsh'. Further comments included *'My child thoroughly enjoys their time at Vicky's they enjoy socialising with other children and especially look forward to the school holidays as Vicky always has fun things planned for them to do'*. The review was comprehensive, thorough, and informative and included plans to improve such as buying and replacing toys and looking for other places of interest to visit.

The child minder is forward thinking, creative and actively evaluates her service.

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

The child minder manages her business effectively and obtains the necessary checks.

The child minder had ensured that her disclosure and barring service (DBS) check was valid, her husband and adult child also had valid DBS certificates. She fully understood her responsibility to inform the CIW of any changes to household members. The child minder told us that she seeks any required advice and support from organisations with expertise in early years and friends who are child minders. An appropriate level of public liability insurance was in place and valid until May 2019. The family car had insurance valid until 19 November 2019 and the MOT was valid until 31 July 2019. There were full veterinary records for the family dog and cat.

The child minder manages her business effectively to ensure good outcomes for children.

4.4 How effective are partnerships?

The child minder has positive partnerships with parents.

Parents stated in questionnaires that the care their children received was excellent and were grateful of the child minder's flexibility around pick up and drop off times and the opportunities their children enjoyed with the child minder. We saw evidence that the child minder worked in partnership with parents in managing children's allergies, nutrition and health needs.

The child minder has positive partnerships with parents and is committed to working together for the children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

None

5.3 Recommendations for improvement

We made the following recommendations to the child minder:

- to develop a policy on the use of IT and social media;
- to develop a policy in relation to the family pets and
- to ensure that parents' agreements for children to have access to the family pets are recorded on the consent form.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector carried out a visit to the service, lasting three and a half hours;
- we had discussions with the child minder about her service;
- we observed the children and the care which they received;
- we looked at a wide range of records including registers, children's records, policies and procedures, safety records, and the statement of purpose;
- we inspected the premises and
- we gave verbal feedback at the end of the inspection.

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	Victoria Fernandes
Registered maximum number of places	6
Age range of children	0 -12 years
Opening hours	Monday to Friday 7.30am – 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	1 December 2015
Dates of this inspection visit	5 December 2018
Is this a Flying Start service?	No
Is early year's 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 children who use or intend to use their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words Strategic Guidance for Welsh Language in Social Care.
Additional Information:	None