



Childcare Inspection Report on

Victoria McAllister

Pontypridd



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Description of the service

Victoria Mcallister registered with Care Inspectorate Wales (CIW) as a child minder in 2007 for up to six children. Care is provided from her home in Pontypridd. She caters for children up to the age of 12 years and operates between the hours of 7am to 6pm, Monday to Friday. English is the service's main language.

Summary of our findings

1. Overall assessment

Overall, we CIW found that the child minder provides a high quality experience for the children. Outcomes for children attending the setting are excellent. The children are very happy and their needs are at the centre of the service. Record keeping, especially children's records, is detailed and of high quality. Children benefit from a very well organised environment that encourages them to make independent choices and promotes play, learning and development. The child minder's home is spacious and very well maintained. She has made excellent use of both the indoor and outdoor areas to provide activities that are both exciting and engaging for the children.

2. Improvements

This is the service's first inspection since being voluntarily suspended for a period of time.

3. Requirements and recommendations

None noted during this inspection.

1. Well-being

Summary

Children experience a high quality, nurturing service which gives them a superb foundation for their learning and development. They are safe, their needs are met and they have good play opportunities to promote their all round development. Their independence is encouraged and they are forming positive relationships with their peers and child minder.

Our findings

1.1 To what extent do children have a voice?

Children speak or express themselves well and communicate their needs in a variety of different ways.

Children's needs and preferences take precedence as we saw that the child minder understood their individual needs, preferences and feelings. For example, when one child tired of playing with a toy the child minder noticed that they were getting fretful so she offered an alternative one that she knew the child really liked. On another occasion one child showed signs of being hungry whilst in the middle of an activity; the child was then given the food they desired. Children make appropriate choices and decisions because they are aware of the options available to them as they access the service regularly. We saw children approaching the child minder confidently to chat or to ask for assistance. We observed the child minder encouraging children to choose what they wanted to play with and they were obviously very familiar with the choices and areas available. Children are involved in the activity planning and we saw the child minder asking children their ideas about what they should do next.

Children express themselves freely and make their own choices.

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

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

Children showed that they were familiar with the routine of the service which gave them a sense of security and belonging. Children had developed an obvious bond with the child minder. We saw that children were very happy and settled throughout our visit and children played alongside each other happily. When one child got upset they went to the child minder for cuddles and reassurance. We saw that the children were given lots of praise for achievements which promoted their self-esteem, one child was told, "*Well done, clever boy!*" and he responded by smiling and continuing with his activity with pride. Children with additional support needs were given the care and attention they needed.

Children feel very safe and are happy at this service which values and promotes them as individuals.

1.3 How well do children interact?

Children interact and co-operate well with their peers and adults and are learning to express what they need.

Children were polite, used good manners and were very well behaved. They were seen to be forming positive friendship groups in the service, for example sharing toys and working together. We saw that the children played happily together/alongside each other and their behaviour was very good. The children were seen sharing toys, completing tasks and exploring activities. Children at times played alone and were very content but were soon joined by other children who joined in with their games. We heard children saying please and thank you regularly without prompting and they were highly praised for positive behaviour and this always resulted in the children smiling and continuing the good behaviour. Children were very calm and relaxed in the home environment and they had obvious friendship bonds with each other.

Children experience very positive interactions with each other and there is a strong emphasis on friendship and co-operation.

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

Children are fully engaged and interested in their play. They sustain interest for age appropriate amounts of time and are able to move freely between activities. Children show enjoyment whilst attending the service.

Children were very engaged in their play and learning but were able to relax and enjoy quiet times. We observed one child playing with a range of arts and crafts resources including rice, painting, sand, dolls, snowmen and instruments. We also saw another child playing with building blocks. The children had freedom to explore their indoor environment. They were able to concentrate for an appropriate amount of time for their stage of development. We saw that the children had access to a large variety of good quality activities and resources, which captured their imagination. Throughout the session there was a good balance of both self directed and adult directed play available for the children to choose from, for example art and craft activities, music time, singing songs and puzzles. We saw that children could join an adult led activity with the freedom to leave for an alternative activity at any time. This led to a very busy but relaxed atmosphere, with children engrossed in play and learning of their choosing.

Children fully enjoy their play and learning experiences at this service which recognises the importance of children's play opportunities for their overall development.

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

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

Children had a good variety of experiences, including freely chosen, unstructured and self-directed play. Children developed their skills as they took part in a range of activities such

as painting, cooking, imaginative play, story time and in physical play outdoors and visits to the local park and walks. This enabled them to gain a very good range of skills, be independent, participate, follow interests and promoted their all-round development. The child minder told us that the children are making very good progress, are confident to try new things and are encouraged to take appropriate risks. We saw that the children were highly motivated and eager to learn. The children had a wide range of good quality resources and activities to choose from and the children were engrossed in their play throughout the visit. The children were aware that the child minder was always at hand to provide assistance if needed or to extend the children's play.

Children have control over their play and learning and are developing well as a result of this.

2 Care and Development

Summary

Children are safe and cared for by a consistent, caring and patient child minder. She is enthusiastic and well qualified to carry out her role. Children's needs are met as regular observations and discussions happen between the child minder and parents to identify areas of learning that may need developing.

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 ensured that safeguarding had a high priority and she demonstrated that she understood her role and responsibilities with regards to safeguarding, promoting healthy lifestyles, personal care, personal safety and relationships. She implemented best practice in relation to healthy eating by providing healthy food and lifestyles to improve outcomes for children. These included ensuring children were physically active daily and encouraging the parents to provide healthy meals. We saw the children enjoying a snack of fresh fruit with water or milk to drink and they chose what and how much they wanted to eat. The children were given lots of opportunities to be physically active outdoors in the garden area which was very well organised and provided an abundance of choice, such as ride on toys and sensory toys. The child minder also explained that she took the children out on regular organised trips and to play parks to ensure that they remained physically active. We spoke to the child minder who demonstrated that she had a very good working knowledge of safeguarding, the signs of abuse and neglect and the procedure to record and report any concerns. We saw that the safeguarding policy had been updated and reviewed regularly and included information on Prevent Duty.

The child minder is effective at keeping the children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model in her interactions with the children.

The child minder demonstrated that she understood child development, how this impacted on children's behaviour. The child minder had procedures in place to promote good behaviour, and managed challenging behaviour consistently well. We observed the children squabbling over one toy and the child minder found another very similar toy and encouraged the children to take turns with each of them. We saw the child minder praising the children highly for good manners and good behaviour and the children's behaviour was very good throughout the visit.

The child minder's past 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 she cares for well. She understands and meets their individual needs, and actively involves parents in her processes.

The child minder provided care which was child centred and met children's individual needs. She regularly informed parents about their child's progress and overall well-being throughout the day. The child minder discussed how she had catered for children with specific medical needs and how closely she worked with the parents. The child minder provided an outstanding variety of enjoyable stimulating, challenging play and learning opportunities both indoors and outside to promote the children's all-round development in line with Foundation Phase principles. The child minder had planned play based activities which were linked to observations made of the children's development for example completing language based activities. There was an emphasis on free play with areas of continuous provision set up so that children had access to an excellent range of activities. She explained that she promotes children's awareness of other cultures by celebrating festivals such as Diwali, Chinese New Year and Saint David's Day and has a selection of multicultural toys and resources to promote children's understanding. All children were given equal opportunities throughout the visit and the child minder supported children well with their language development.

Children's development is promoted excellently by the child minder who has the required skills and knowledge to meet their individual needs.

3 Environment

Summary

We saw that all areas of the service including the garden are equipped superbly, and the children enjoy an excellent variety of activities.

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 child minder ensured that the premises were safe and secure. She demonstrated that she was aware of her responsibility in relation to the safety and welfare of children. She had put systems in place to ensure that regular maintenance and safety checks were carried out. We found that her home was very well maintained and all the resources were in excellent working order. The front door was locked throughout the visit, and visitors to her home were recorded. Registers for children's attendance were completed appropriately. We saw that there was an accident and incident book in place, which contained records of accidents that had occurred on the premises. The nature of the accidents was typical of the age and stage of development of the children and did not raise any concerns about the safety of the premises. We saw records that showed that fire evacuation drills took place at regular intervals and gas safety checks had been completed. The child minder told us that she carries out daily visual checks on the premises. We also saw evidence that full risk assessments had been completed for all areas of her service.

We found that the premises are safe with no visible hazards.

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

Premises are kept secure and clean. They provide a rich environment for play.

Children were provided with a large indoor play space which was decorated to an exceptionally high standard and it was child centred and very welcoming. The child minder showed that she understood the importance of utilising the outdoor play space to promote children's development, which was reportedly used regularly by children. Both the indoor and outdoor facilities provided an interesting and engaging environment for children's play and learning. The bathroom area was adapted for use by children and was well maintained, fresh and clean. The home benefits from good natural light and the environment was very welcoming and attractive.

The child minder provides an environment which is well designed and focussed on meeting children's needs.

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

All children have access to a wide range of good quality, developmentally appropriate play and learning resources, indoors and outdoors. These are available in sufficient quantity to ensure children have variety and choice.

We saw that all resources were very clean and well maintained. The child minder told us that she carries out a deep clean of all toys and resources monthly with an appropriate disinfectant. We saw children play with a variety of appropriate toys and equipment which promotes their all round development. The indoor and outdoor areas were well resourced with a range of activities including puzzles, sensory toys, multi cultural toys, dressing up, a home corner, construction toys, creative resources and a chalk board, which the children were seen to enjoy using. There was also a very good range of reading and art and craft materials available to cater for all age groups and interests.

The child minder ensures that there is a very good range of resources and equipment available to enhance children's experiences and development.

4 Leadership and Management

Summary

The child minder is motivated and experienced and is keen to provide a good service. The child minder's record keeping is of a high standard. The child minder has developed very good relationships with parents.

Our findings

4.1 How effective is leadership?

The child minder has high expectations for her service and is committed to providing care that allows children to thrive.

The child minder informed us that she has a vision for the service and this is shared in her Statement of Purpose. She had a very good understanding of current best practice relevant to the children in her care. All the policies and procedures for the service were detailed and they were regularly reviewed and when updated new versions were shared with the parents. We saw that parents were provided with information prior to their children starting at the service including policies and procedures so they could make an informed choice about using the service. We looked at a sample of records including registers, children's records and accident forms which were all completed. The children's contracts were up to date and records were well maintained in respect of the children, a wealth of information was collected on each child so the child minder knew their routines, likes and dislikes.

The child minder's management and administration is well organised and professional.

4.2 How effective is self evaluation and planning for improvement?

The child minder has started to evaluate the service and plan for improvements.

The child minder had sought parents' views and feedback and had filed their responses so they were available to view. We discussed the quality of care review process and the report.

The child minder is beginning to evaluate the service and will complete the process once operational or a year.

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

The child minder has a good sense of her role and responsibility and works to achieve good outcomes for children.

The child minder is qualified and experienced and uses her knowledge and training to create learning opportunities in play and through other experiences, such as trips to local places. The child minder maintained detailed records of all her qualifications, training and Disclosure and Barring Service checks. She also maintained records of the children's

attendance. These records demonstrated that the child minder maintains appropriate levels of supervision and worked within ratios at all times.

The child minder ensures good outcomes for children.

4.4 How effective are partnerships?

The child minder has good working relationships with parents and provides care for children in line with parental requests.

The child minder provided parents and carers with all the relevant information needed to make informed choices about the care of their child. She kept parents very well informed about all aspects of her child minding service and encouraged them to be active partners in their children's well-being, development and learning. We saw that the statement of purpose provided parents with detailed accurate information for them to make informed decisions about the service. The child minder explained that she was very flexible and that children could access settling in sessions for as long as was needed. A home book was in place along with a closed Facebook page and we saw that they were used regularly by the child minder and parents to keep each other up to date in relation to development and wellbeing.

The child minder understands the importance of working in partnership to ensure that children experience all the support required to meet their individual needs.

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

The inspection took place over three hours on 27 November 2018. This was a full inspection as part of the planned schedule.

- one inspector carried out the inspection;
- we made general observations of the interactions between the child minder and the children;
- questionnaires were sent for parents to fill out and send to us, if they so wished.
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose and
- we performed a visual inspection of the rooms and the areas used by the service.

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 McAllister
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	7am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 March 2015
Dates of this inspection visit	27 November 2011
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 service is working towards providing the active offer.
Additional Information:	