



Childcare Inspection Report on

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Swansea



Date of Publication

20 May 2019

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Description of the service

The child minder was registered at the current address with Care Inspectorate Wales (CIW) in April 2002 to provide a service for up to 10 children. She provides care for children up to 12 years on Monday to Friday between the hours of 8am to 6pm. The child minder provides care from her home in the Sketty area of Swansea. The language of the service is English and the child minder uses incidental Welsh. She does not offer the 'Active Offer' in terms of the Welsh language.

Summary of our findings

1. Overall assessment

Children who attend this service are very settled and happy. This is because they develop a strong attachment to the child minder who creates a warm, relaxed atmosphere for the children. The child minder arranges activities that encourage children to enjoy themselves and develop skills and their experiences. This ensures children make good progress. The child minder's home is clean, safe and secure and is well resourced with age appropriate toys and equipment. On the whole, the service is well run and the child minder develops very good partnerships with parents.

2. Improvements

Following the previous inspection the child minder had implemented the recommendation to obtain the signatures of parents to acknowledge any accidents their child had experienced. The child minder had also undertaken training courses to further her professional development. She had introduced online apps to record activities that children had taken part in and to communicate and share photographs with parents.

3. Requirements and recommendations

No non-compliance was identified at this inspection.

We made recommendations to the child minder in relation to tracking children's development, policies and the quality of care review. These are detailed at the back of the report.

1. Well-being

Summary

We found that children are listened to, valued and are encouraged to be independent. Children experience warmth and kindness and are stimulated and interested in the play opportunities available to them. The children clearly benefit from the child minder's commitment and enthusiasm.

Our findings

1.1 To what extent do children have a voice?

Children are able to make lots of choices and decisions; they are confident that the child minder will listen to their wants and needs.

Children chose what they wanted to play with. The children took selected toys and resources that interested them, such as the dolls or ponies. Children confidently spoke and expressed themselves as they told the child minder if they wanted something specific to play with. They knew that their requests would be promptly met. Children were able to express their needs such as if they wanted extra helpings at lunch or needed to use the bathroom. Children chose whether they wanted fruit for dessert and all decided to eat chopped banana.

Children have a strong voice.

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

Children develop warm relationships and feel at home in the child minder's company.

Children were very settled and relaxed. This was because they were very familiar with the child minder and each other, having attended the service for a long time. Children happily chatted to each other as they drew pictures on the aquamat and pointed out to the child minder what their drawings were. The children delighted in the child minder's praise for their efforts. One child was keen to answer the door with the child minder and cheerily said goodbye to the postman when he left a parcel. This showed that the child felt confident and secure.

1.3 How well do children interact?

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

Children had formed good friendships as they spent a lot of time together and had got to know each other well. They showed that they were beginning to consider others' feelings and be considerate of one another. For example, one child offered another a toy so that they could take part in the same activity as them, thus including them in their play. There were some minor disagreements over sharing, which was typical for their age, but the children quickly overcame their emotions and handled the disappointment they felt well. On the whole they played alongside or with each other happily.

In the main, children interact positively with others.

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

Children benefit from opportunities to take part in a wide range of activities and outings that interest them.

After lunch the children immediately went to the lounge and sought out toys that they wanted to play with. All children decided to draw and spent some time intently doing so which showed that they were enjoying this activity. Sometime afterwards, the children pretended that the painting mats were swimming pools and they laughed and smiled as they pretended to splash in the pool with their rubber duck. This then turned into a muddy puddle and they pretended to stomp in the puddles. The children later used play dough to create monsters and different haircuts. One child, very happily, said that they just enjoyed, "Making a mess!" In all of the play that the children busied themselves in, they showed much interest and it was evident that they were having lots of fun.

Children very much enjoy their play and learning.

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

Children have opportunities to socialise, develop language, be creative and imaginative in their play. Children are becoming independent.

Children independently fed themselves at lunch and the child minder offered assistance if they needed help. All ably managed to use a spoon to eat the soup and used beakers to drink from. The child minder showed photographs she had taken in the morning of the children at playgroup involved in a creative activity making spring flower pictures with flower shapes, tissue paper and paint. The children enjoyed pointing out who had created each of the pictures. During the visit the children participated in lots of creative and imaginative play which provided them opportunities to develop skills in these areas, whilst also supported their language development. Children benefitted from regular outings where they were able to be physically active, socialise with other children and learn about the world around them.

Children make good progress.

2. Care and Development

Summary

Overall, children benefit from a competent, experienced and warm child minder. She creates a comfortable and welcoming 'home from home' atmosphere for the children to play and relax in.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are policies and procedures in place to support the health and welfare of children, although some would benefit from review. The child minder shows a strong commitment to healthy eating by providing wholesome, home cooked meals.

The child minder showed through discussion that she had a sound understanding of safeguarding procedures and had recently undertaken online training in child protection which had covered the 'Prevent Duty'. A basic safeguarding policy was in place but did not include relevant phone numbers or the procedure to follow in the event of an allegation being made about herself or other household members. The child minder had attended paediatric first aid training in February 2018; all accident records had been completed appropriately and parents had been asked to sign to acknowledge having been informed. The child minder followed good hygiene practice by encouraging children to wash their hands after visiting the bathroom. She had recently refreshed training in food hygiene in March 2019.

The child minder ensured that children benefitted from a wide ranging menu that offered lots of fruit and vegetables and homemade dishes. During the visit the children enjoyed tomato soup and freshly baked bread rolls with chopped banana for dessert. The children's diaries showed that the child minder placed a strong emphasis on healthy eating to support the children's growth and development. The child minder was alert to food allergens and the children's specific dietary needs.

On the whole, the child minder effectively promotes health and safety.

2.2 How well do practitioners manage interactions?

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

The child minder constantly talked to the children in a calm, warm way and involved each of them in conversation as they played. This helped to create a friendly and relaxed atmosphere. She calmly negotiated with the children to resolve any differences they had, for example, by explaining why it was important to share or by offering other toys as an alternative. The child minder made her expectations clear to the children by stating things such as, "*We don't snatch, do we. Say please,*" to which the children listened and responded.

The child minder manages interactions effectively so that children are clear how to behave.

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

The child minder ensures that children benefit from taking part in various enjoyable and stimulating activities to keep them interested and which supports their all-round development. Some improvements have been recommended to the way in which children's development is tracked, recorded and promoted.

The child minder had a good knowledge and understanding of child development as she had gained a level 3 in Childcare, Learning and Development. She had improved her knowledge of Welsh by studying for a 3 year SWOCON qualification. She used some Welsh words and phrases with the children whilst they played. For example, after making cakes using play dough the child minder sang 'Penblwydd Hapus i Ti' so that the children were familiar with the Welsh version of 'Happy Birthday'. The child minder involved herself in the children's play to enhance their play and extend their thinking. For instance, she pretended to be a patient whilst the children pretended to be doctors and nurses, asking them questions about what they were doing to make her better. The child minder demonstrated through discussion that she knew the children's personalities and individual needs well. Children's development had been tracked using an app which included comments the child minder had made about the activities that they had taken part in with photos as evidence. However, whilst some activities had been logged up until the present as to show what the children had done, the app only had a development tracker up to the age of 12 months and the children were all two years or above.

The child minder meets children's needs effectively. The opportunities that she provides ensure that children make good progress.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for the children. The living room, dining room, kitchen, hallway and downstairs cloakroom are used for child minding. The garden is safe and secure and has outdoor toys and vegetable planters for the children to use.

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 as the front door remained locked and the garden was securely fenced. A visitors' book was used to record their presence when children were in attendance and this showed visitors routinely signed the book. The rooms were clean and tidy and the child minder regularly tidied away toys when not being used to reduce the risk of children tripping over or falling on them. The child minder had appropriately risk assessed the rooms and areas that the children had access to and put into place safety measures to minimise any risks that had been identified. For example, fire guards were in place, stair gates were secured to the kitchen doorway and the bottom of the stairs and the television in the lounge had been wall mounted and the cables covered. The gas boiler had been routinely maintained and checked and fire drills had been undertaken on a regular basis and the details recorded. Smoke alarms were in place in the hallway, although there was no record of them having been checked.

In the main, the child minder effectively ensures the environment is safe for children.

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

The indoor premises are welcoming and homely. It provides a suitable environment in which children can relax and play. There is sufficient space and facilities to meet the needs of the different age groups of the individual children attending.

We saw that children were well cared for in an environment that was clean, child friendly and suitable for purpose. The kitchen/diner had a large table where children had their meals and used when undertaking craft activities. Many toys and resources were stored in storage baskets so that the children could see and access them when they wished to. The patio area of the garden, which the children were able to use, had suitable outdoor toys and equipment such as cars, a playhouse and planters that the children used in the warmer months to grow vegetables. Highchairs, booster seats and steps were available for the children's use. Individual paper towels were in place for the children to dry their hands to reduce the risk of cross-contamination.

The child minder efficiently ensures that the environment is suitable for children.

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

The child minder has a varied and interesting stock of toys and equipment, which are suitable for children's needs.

Toys and resources were stored in accessible furniture or containers. This enabled the children to see what was available to play with and allowed them to access them independently. There was a selection of age and developmentally appropriate toys which included play dough and craft materials, building blocks, vehicles, wooden shapes, wooden train set, selection of dolls, Peppa pig figures and push chair. The toys, books and resources were of good quality and were in good condition.

Children have access to good quality, developmentally appropriate toys and resources.

4. Leadership and Management

Summary

The child minder is motivated, well qualified and enjoys looking after children. She manages her business efficiently and has very good partnerships with parents.

Our findings

4.1 How effective is leadership?

The child minder provides a flexible service that is compliant with the regulations and on the whole, exceeds the national minimum standards.

The service's statement of purpose was informative and reflective of the service provided, although had not been updated to reflect the fact that she no longer kept guinea pigs. The service was compliant with the regulations and met or exceeded most of the national minimum standards and the records and documents were well organised and diligently completed. The child minder said that parents were given paper copies of the policies when they started but in future intended to provide prospective parents copies by email. Policies were kept in a file but were not dated to show when they had last been reviewed. The child minder held public liability insurance and had business insurance for the use of her car.

The child minder has good leadership skills.

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

The child minder actively seeks others' views to review the service that she provides but could be more reflective and evaluative of her practice.

The child minder had completed her self-assessments and submitted to CIW which is a regulatory requirement. A quality of care review had been undertaken which children and parents had been asked to contribute to. The report included feedback that parents had provided which showed how happy the parents were with the service they received. One comment made included, *"Excellent care provided to my daughter, she experiences a wonderful range of activities, excursions and experiences. (My child) is so happy with Jo, all her needs are met to a very high standard. I couldn't ask for more."* Children said that, *"They liked doing painting, sticking, play dough, cooking, playing with playmobil, play food, cars and trains and lego brick building! They also enjoyed playing in the garden with sand and water and on the bikes, trikes and scooters"*. The child minder had identified some actions to work towards, however, these were tasks that is expected as part of the role rather than with the aim to improve aspects of the care she provides. For instance, "I want to review all my policies and procedures and make changes and updates where necessary."

The child minder appropriately reviews her service and identifies simple actions to help improve to her service.

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

The child minder maintains appropriate records. She has demonstrated commitment to continuing professional development by undertake a range of training.

The child minder completed attendance records to reflect when children arrived at and left the service. This showed that she was working within her conditions of registration by caring for no more than 10 children under 12 years at any one time. All household members over the age of 16 years held current Disclosure and Disbarring Service checks (DBS) checks and they had recently been renewed. The child minder had undertaken a range of training since the last inspection; she had completed her Level 3 Childcare and Development Diploma and online training courses such as 'Women and Girls on the Autism Spectrum' and number and play. This shows that the child minder is keen to update her knowledge and skills so as to be a good childcare practitioner.

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

4.4 How effective are partnerships?

Parents are kept fully informed about their children's wellbeing and the activities that they have taken part in.

The child minder had obtained contracts, parental permissions and information forms for each child who attended. We saw evidence in the children's files that the child minder worked in partnership with parents in managing children's allergies and dietary needs. The child minder provided parents with daily communication books which detailed in full what children had eaten in the day, the activities that they had taken part in, whether they had slept and general information about their wellbeing and behaviour. Parents used the book to relay comments and information that the child minder needed to be aware of. In addition, the child minder had started to use 'Ovia Parenting app' to record activities undertaken with children. For instance, it included a record of spring activities they had participated in for St David's Day. Parent feedback that we received as part of the inspection showed that parents strongly felt they received good service from the child minder.

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 Recommendations for improvement

We recommended to the child minder that she:

- regularly reviews and updates the statement of purpose and, if changes are made, a copy sent to CIW;
- tracks and records children's development beyond one year of age;
- plans activities that support children's specific development needs;
- updates the child protection policy to include relevant contact telephone numbers and the procedure to follow in the event of an allegation being made about the child minder or any household member;
- dates policies to show when they had last been reviewed; and
- routinely checks smoke alarms and keeps a record.

6. How we undertook this inspection

The inspection took place over three hours on Monday, 18 March 2019. This was an 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 attending the service and we spoke to the children;
- we left questionnaires for parents to fill out and send to us, if they so wished. We received four completed questionnaires;
- we viewed records and documents including: the attendance register, children's contracts and development records, policies and procedures, accident and incident records, medication records, the service's statement of purpose, maintenance certificates; and
- we performed a visual inspection of the rooms/outdoor areas that the children have access to.

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	Joanne Campion
Registered maximum number of places	10
Age range of children	Birth up to 12 years
Opening hours	Monday to Friday between the hours of 8am to 6pm.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 December 2015
Dates of this inspection visit(s)	18 March 2019
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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	