



Childcare Inspection Report on

Pauline Gorvett

Swansea



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26 April 2019

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Description of the service

Pauline Gorvett was registered in April 2002 to care for a maximum of 10 children. The child minder provides care for children aged three months to 12 years old and operates Monday to Friday between 8am and 5:30pm. The service is provided through the medium of English in Penyrheol, Swansea.

Summary of our findings

1. Overall assessment

Children who are cared for by the child minder interact well with each other and most are settled. The child minder has a basic understanding of the regulations and the national minimum standards. Children are mostly safe in her care. Parents are happy with the care provided.

2. Improvements

The child minder acted promptly on recommendations made during the course of inspection.

The child minder confirmed she had attended and completed Child Protection and Food Hygiene training and updated the following:

- statement of purpose;
- complaints policy and procedure;
- safeguarding policy and procedure;
- risk assessments and
- parental permissions and contracts.

3. Requirements and recommendations

We notified the child minder of the following non-compliance:

- Fire Precautions: This is because the most recent fire drill records were dated 2011;
- Staffing: This is because registers evidenced that adult to child ratios had been exceeded on two occasions in August 2018.

We made recommendations in relation to the four themes and these can be found at the back of the report.

1. Well-being

Summary

Children are secure and mostly settled at this service. Older children express themselves and interact well with each other.

Our findings

1.1 To what extent do children have a voice?

Children have some voice at this service and make appropriate choices regarding their play.

Children played with a doll and pushchair in the playroom, whilst another child played with a balloon. After school, children chose if they wanted to play on the computer or if they wanted to colour a picture at the kitchen table. We heard the older children chatting comfortably with each other in the playroom. Children had a choice of equipment that was appropriate for their age, including colouring pencils and pictures; play dough, a role-play kitchen, books and a selection of soft and sensory toys. One child voiced their wishes when asked if they wanted help to eat their lunch by shaking their head. Children made independent choices within free play from a range of resources laid out for them, within easy reach, in the playroom. We saw that the older children were fully at ease in the premises and they confidently moved from the kitchen to the playroom and accessed the rear garden. The older children were confident in stating what they wanted to do. We heard one child ask the child minder, "Do you mind if I do some colouring?"

Children at this service have a sufficient voice.

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

Most children are happy and have good attachments with the child minder.

We saw children smile at the child minder as she sat and played picnic time with the younger children in the playroom. Children enjoyed looking at the computer and singing songs from a computer channel, with one child sitting on the child minder's lap. Older children were content in sitting and playing in the playroom and kitchen. Children beamed as they chose sweets from the jar before leaving. A younger child smiled as they watched the cartoon on the television. During the afternoon of the visit, one child was very unsettled and cried for a prolonged period whilst the child minder attempted to get her to sleep. After a period of being very unsettled, the child minder removed the child from the pushchair and looked at a book with her. The child then settled.

Overall, children feel happy and relaxed. They have good attachments with the child minder.

1.3 How well do children interact?

Children interact relatively well with each other and express themselves confidently.

We saw children play with the doll and pushchair together. We also saw them share books, passing them to each other and looking at them together. The children were encouraged to share with each other when playing with the toys. Some children at the service were non-verbal due to their age; however we saw them touching each other and smiling during our visit.

During the afternoon of the visit, the older children played outdoors together, with one telling the other, "Come on let's play in the tree house." Whilst playing on the computer, an older child assisted a younger child to play the game.

Children's behaviour is positive at this service.

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

Children have access to some play opportunities indoors and outdoors.

We saw children spend most of their time in the playroom, taking part in free play during the day. The older children used the kitchen at times too, for example to colour at the kitchen table or to play with the play dough. They watched children's programmes on the TV in the playroom and played on the computer. We saw the younger children playing with a sensory toy whilst strapped in the pushchair as well as watching a cartoon on the television. We saw the older children showing enjoyment whilst playing outside in the garden.

Children show enjoyment in their play.

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

Children take part in some play experiences, which promote their all-round development.

We saw children choosing their own toys from the floor and looking at books independently. Some were provided with the opportunity to move freely around the playroom, whilst some sat in the pushchair. We saw some children help the child minder tidy the toys before lunch. We saw some children hold their own drink beakers and feed themselves independently with scrambled egg and beans during the day. During the afternoon of the visit, older children were not involved in preparing or serving their food and drinks although some children took their plates to the child minder after finishing their food.

Children are developing basic independent skills.

2. Care and Development

Summary

We found that children receive care from a child minder who is accommodating and patient. Discussions happen between the child minder and parents upon collection about the children's day and what they have eaten. However, there are areas for improvements.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Improvements are needed to keep children healthier and safer.

We saw that the child minder had policies in place and that she had reviewed some recently. The child minder had a first aid qualification. We saw a child protection policy and responses to given scenarios showed that the child minder had a very basic understanding of how she would deal with disclosures or recognise signs of abuse.

The child minder provides food for the children but does not always follow the Welsh Government's Food and Nutrition for childcare providers - Best practice guidance. For example, children had scrambled egg, spaghetti hoops and sausage for lunch with yogurt for dessert. For tea, children had Yorkshire pudding, waffles, chicken nuggets and sweetcorn with chocolate swiss roll for dessert. They were offered squash to drink. One child had milk at lunchtime, which had not been stored in the fridge. The child minder does not always follow recognised infection control procedures. For example, we did not see her or the children wash their hands prior to preparing or eating food and she did not clean the table before preparing and serving food. During nappy changing, the child minder did not wear disposable gloves or an apron and changed children on her lap.

The child minder is not fully effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder interacts well with children.

We saw that the child minder was very patient and calm when interacting with children. We heard her ask a child to come and have their nappy changed, and smiled and chatted to the child as this was done.

We saw children squabble, as they wanted the same cup of water. The child minder intervened, "No, don't you take hers," and the matter was resolved. The child minder also reminded a child to be careful when there were toys all over the floor of the playroom, "Shall we pick these up in case we fall?"

The child minder praised children for doing something well, for example one child attempted to wear her shoes independently, "Wow! Clever girl." During outdoor play, the child minder modelled and discussed how to look after mini beasts with the children.

The child minder's interactions with children are good.

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

The child minder does not meet all children's individual needs.

During the visit, some children were relatively new to the service. The child minder told us that she did not know their routines. The child minder promoted the development of some children by allowing them to freely access resources and areas independently in the playroom; however, another child of a similar age was strapped in a pushchair observing the other children. All children were settled during the morning of the visit, but became very unsettled around lunchtime as they waited for their food. Some were unsettled after lunch because they did not want to sleep. During the visit, children took part in free play activities. The child minder told us that she does not plan activities and children lead the play. She had completed some observations using the Foundation Phase profile.

The child minder shows some understanding of child development, however does not actively meet the needs of all children in her care.

3. Environment

Summary

Children have access to a designated playroom, which contains an adequate range of resources. They also use a garden to the rear of the house that contains interesting resources and equipment such as a mud kitchen and tree house. There are some issues regarding the safety of the environment.

Our findings

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

There are some areas to improve regarding safety.

Risk assessments were not available on the day of the inspection but the child minder forwarded them following the visit. The child minder told us that she carried out visual checks throughout the day, however these were not recorded. Safety gates were not in place between the playroom and dining/kitchen area or at the bottom of the stairs. During the morning of the visit, one young child went to access the stairs. The child minder did not regularly record details of visitors as the most recent record was dated 2015. The front door was locked, however the key was left in the front door. Following the visit, the child minder informed us that she had placed a hook out of the children's reach to store the keys. We viewed the current central heating check certificate and the public liability insurance certificate. Records showed that the child minder had not carried out fire drills since 2011.

The child minder is adequate at keeping the environment safe at all times.

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

The child minder ensures the environment is clean, suitable and well maintained.

We saw that the living room and kitchen area were clean and well maintained. A stable door separated the playroom and the corridor leading to the kitchen/dining area. The playroom had boxes of toys and equipment, a low-level table with a computer on it and small chairs, a display unit including a TV and a sofa. A table was made available for the older children to eat their food. High chairs were not available to younger children and they were fed in their pushchairs. There was a garden area to the rear with a lawn and patio area. The garden also included a mud kitchen and an adventure play area. We also saw a playhouse, water tray and plastic ride on toys outdoors. The older children enjoyed using this area during the afternoon of the inspection.

The child minder provides a homely environment with adequate play space.

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

The child minder has a good stock of toys and materials that are age appropriate.

We found that the toys were clean, in good condition and age appropriate. The child minder had arranged the playroom so that children could access the toys from the boxes and laid out a selection of craft materials for the older children on the table in the kitchen.

We saw a selection of toys such as dolls, role-play materials including food and dressing up clothes, books, play dough and craft materials. We also saw games suitable for older children.

The child minder satisfactorily ensures the quality of resources and equipment.

4. Leadership and Management

Summary

The child minder is experienced and has been looking after children for many years. She has a statement of purpose for the service, which she updated during the course of the inspection. A quality of care report was available and included the views of the children and parents. The child minder needs to be more effective in managing her service.

Our findings

4.1 How effective is leadership?

The child minder does not always ensure that she fully complies with regulations and the national minimum standards.

During the course of the inspection, the child minder updated her statement of purpose in line with regulations and the national minimum standards. The child minder told us that she informed parents about policies and procedures before they registered their children. Some of the policies were not dated and did not contain review details. There was no complaints policy available on the day of the visit, but the child minder forwarded us a copy during the course of the inspection. The child minder recorded children's arrival and departure times. She provided verbal feedback to parents, however this was not consistent to what we had observed. For example the child minder stated that a child had ate all their lunch, however we observed the child eating a few spoonful's of food. We did not view completed administration of medication records. Not all children's files contained signed contracts and parental permission for emergency medical consent during the visit. The child minder informed us following the visit that this was now in place. The child minder kept photographs of children taking part in various activities on her laptop. She was not registered with the Information Commissioners Office.

The child minder's leadership is basic.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system in place for reviewing her service.

We saw a quality of care report, which included the views of children and parents who used the service. We viewed one questionnaire that stated, "Paula provides one of the best childcare services around. Wouldn't go with anyone else. Excellent communication to parents. No improvements needed at all. She does a fab job." We viewed completed children's questionnaires and the responses were positive. One child had stated that they liked the food, especially the pasta and ham and enjoyed colouring and playing outside on the climbing frame. The review stated that the child minder would continue with her leadership and management by attending courses that are relevant and seek to source

information for the improvement for the child's well-being and education. She would also keep up with new initiatives.

Self-evaluation and planning for improvement is good.

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

The child minder needs to develop strategies to ensure the business is managed effectively.

The child minder ensured that adult household members had undertaken suitability checks, such as disclosure and barring service (DBS) check. The child minder does not have contingency plans in place in the case of any emergencies. The child minder had attended training in first aid; however both child protection and food hygiene certificates had expired during the visit. The child minder confirmed that she had attended and completed food hygiene and child protection training following the visit.

The management process for the business is not always sufficient.

4.4 How effective are partnerships?

The child minder has good relationships with parents who use the service.

The child minder told us that she chatted daily to the parents about their children and discussed their care and development and had built up very good relationships with the parents of the children she cared for. This was evident during the visit when parents collected their children. We spoke to three parents/carers during the visit and all were positive about the service. One parent stated, "Home from home environment. My child loves coming here and has done since he was four. He makes himself at home here and I have no concerns at all."

We received parental feedback questionnaires and feedback was positive, including, "She is the most caring person. She will do anything for the children. She is more like family. I cannot recommend her highly enough."

The child minder ensured that children had involvement within the community as she took them to the local park. She also provides a drop off and pick up from the local primary school.

The child minder has very positive partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Regulation 16 (1) of The Child Minding and Day Care (Wales) Regulations 2010 because the quality of Care review had not been updated since August 2013. The child minder is now compliant.

5.2 Recommendations for improvement

We recommended that the child minder:

- is fully aware of children's routines, likes and dislikes;
- fully acknowledges the children's voice at all times;
- improves her hygiene practices;
- familiarises herself with the Food and Nutrition Guidance and the NHS Infection Prevention and Control Guidance;
- plans some activities to develop specific skills and
- fits safety gates in line with her risk assessments.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook a visit to the service on 13 February 2019 for a total of approximately six and a half hours. We provided an overview of the findings on the day of the visit and gave more detailed feedback and ratings over the telephone on 15 February 2019.

During the visit we:

- observed practice;
- talked with children, three parents/carers and the child minder;
- looked at a sample of documentation and policies which included children's records, training records, public liability insurance and
- viewed the premises.

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	Pauline Gorvett
Registered maximum number of places	10
Age range of children	3 months to 12 years
Opening hours	8am to 5:30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 November 2015
Dates of this inspection visit	13 February 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 ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

No noncompliance records found in Open status.