

Childcare Inspection Report on

Victoria John

Haverfordwest



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Description of the service

Victoria John has been registered since 2006. She provides care for nine children under the age of twelve from her home in Spittal, Pembrokeshire. The operating hours are 8am to 6pm Monday to Friday. The language of care is English.

Summary of our findings

1. Overall assessment

Children are cared for by an experienced and caring child minder. Children are well settled and have formed positive attachments to the child minder. They are looked after in a safe and stimulating environment with plenty of play space both indoors and outside. Parents are very happy with their children's care and the service that is provided. The child minder plans for improvements and manages the service effectively and efficiently.

2. Improvements

Additional toys and equipment have been purchased including a new double pushchair and high visibility jackets.

3. Requirements and recommendations

We recommend that the child minder

- undertakes a risk assessment of security measures.

1. Well-being

Summary

Children feel safe, settled and happy at the service. They express themselves confidently knowing their voice will be heard. Children enjoy their play very much. They are learning and developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and are able to make choices and decisions.

Children had a choice of activities and confidently made their decisions known to the child minder. For example, after snack children choose to play a lotto game and magnet sticks. After waking from their afternoon sleep children decided what they wanted to do. The children decided they wanted to sing before having a story read to them. When they made requests to the child minder they knew they would be met with a positive response. For example, one child declared "I like this story. Can you read this please?" After waking, children told the child minder "I'm thirsty" and were given a bottle of milk and water to drink. When beginning to play lotto children asked "Can I choose this mat please?" to which the child minder responded positively.

Children have a clear voice at this service.

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

Children are safe and well settled. They are familiar with the daily routine and have a warm relationship with the child minder.

Children woke from their afternoon sleep happily and cuddled into the child minder whilst she read a story. Children excitedly chatted to the child minder about their families as they walked to pick up children from school. After school, children told us that they enjoyed themselves at the child minder's home, felt safe and happy and would feel confident to tell the child minder if they ever felt sad or lonely. In the park children asked the child minder for assistance when required. Children signed a homemade card for a child who was finishing at the service. They discussed with the child minder how they would miss the child and wished them the best of luck in the new adventure. Children told us they felt like "one big, happy family."

Children are well settled, happy and relaxed. They have formed positive attachments to each other and the child minder.

1.3 How well do children interact?

Children are learning to manage their behaviour. They take turns, collaborate and help each other.

Children enjoyed being read a Welsh story by the child minder and took turns to lift the flaps of the book. Children held hands as they walked from the school to the park. Older children set an excellent example to younger children as they held open the

gate politely for the children and child minder to pass through. Whilst in the park, children interacted positively, helping one another. Older children helped younger children to climb steps and children collaborated to work a big swing. They took turns to play on the equipment. For example, one child operated a steering wheel while their friend sat in the back before they reversed roles.

Children interact extremely positively with one another.

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

Children enjoy following their own interests and having free choice of activities.

Children confidently got out books they wanted to look at from the shelves. They enjoyed looking at books, with a child declaring, "I like this book! Her belly is big now!" Whilst walking to school one child enjoyed playing a game of "I spy colours." He enthusiastically took turns with the child minder to play the game and laughed heartily when he or the child minder guessed correctly. Children told us that they enjoyed doing arts and crafts, colouring, card games, water fairies and playing in the garden. The after school children thoroughly enjoyed playing in the local park.

Children thoroughly enjoy their play and learning.

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

Children are developing their skills and learning to be more independent.

Young children independently accessed the resources themselves, getting out toys as they wanted. One child took out a dinosaur from a box and asked the child minder if he could take it with him on the school run. Children tidied up resources and placed them back in the correct places. They put on and took off their own shoes to go on the school run. Young children took out their snacks from their bags and older children hung their bags on pegs and placed their shoes on a shoe rack. Children were obviously used to the routine as, after hanging their bags and placing their shoes on the shoe rack, they went to wash their hands before snack. Children had opportunity to develop their gross motor skills as they visited the park after school and played on the large apparatus.

Children are motivated to develop and become independent.

2. Care and Development

Summary

The child minder promotes healthy lifestyles and is effective at keeping children safe. She has policies and strategies in place to promote positive behaviour. The child minder is committed to meeting the individual needs of children in her care.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements safety policies and procedures.

The child minder has a good understanding of child protection procedures and had up to date training. She clearly outlined her response if she had any concerns. She was aware of the duty to prevent children from radicalisation and had a policy in place. The child minder had prepared risk assessments for the indoor and outdoor area.

However, her door was unlocked during our visit. Records evidenced regular fire drills and she had fire doors installed in the downstairs living area. She had registered with the local Food Standards Agency. She promoted healthy lifestyles and had completed all aspects of the Healthy and Sustainable Pre School National Award. Children had access to an outside play area and visited the local park during our visit. The child minder supplied the children with high visibility jackets when on visits and carried a small first aid kit. She has up to date paediatric first aid training as well as food hygiene training.

The child minder consistently keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is consistent in her interactions with the children.

The child minder is a good role model as she was gentle and patient with the children. She praised children consistently saying for example "Beautiful singing!" She was positive even when they answered incorrectly. For example, when she asked "How many legs does a spider have?" the young child answered incorrectly to which she replied, "Nearly, try again." She had policies and strategies in place that reinforced good behaviour. Children were able to explain the "Golden tree rules" which included rules such as; share, helpful, polite, gentle hands, caring, respectful, kind and being a role model. Children told us that the children were always kind to one another and got along very well. Children behaved exceptionally well during our visit, with older children being especially kind to younger children. Before leaving the park the child minder gave the children a five minute warning so that when it was time to leave, the children were all prepared to do so.

The child minder manages behaviour consistently and exceptionally well.

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 atmosphere and is responsive to children's individual needs.

The child minder was caring and affectionate with the children in her care and this was confirmed by parental questionnaires. For example: "Really enjoys her time with Vicci", "Children are content, confident and supported" and "I have no reservations in recommending Vicci to other parents." The child minder knew the children very well and was very responsive to their needs. For example one child told the child minder he had a bad tummy. The child minder replied, "How can we make it better? Do you need a cuddle?" The child nodded and the child minder gave the young child a cuddle before he went to play. The child minder collected information regarding children's likes and preferences prior to them starting at the service. She filled in daily diaries for the younger children with details about their activities, food and sleep. Children who were toilet training were given stickers to stick in their daily diaries so that parents could share in their success at potty training. The child minder took photographs of the various activities undertaken by the children and shared these with parents via a WhatsApp group. She planned activities around a theme such as 'Summer' and noted children's developmental milestones in each area of the Foundation Phase. She promoted the Welsh language by singing Welsh songs and reading Welsh books. The child minder took every opportunity to promote children's development for example when a child commented that the dinosaur had a long neck the child minder asked what other animal they could think of that had a long neck.

The child minder plans interesting and stimulating activities to promote the children's play and development.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for children. She uses the playroom for the majority of her child minding with children sleeping in travel cots in the living room. Children have access to a large outside garden.

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 actively kept a recorded of all visitors in her diary. The door to the playroom was kept closed. The premises were clean, comfortable and well maintained. The child minder had risk assessed all areas used by the children and she kept records of safety checks. We saw annual service records of the heating system. The child minder checked fire alarms and carried out and recorded fire drills every month. A fire blanket was kept on the wall of the kitchen. Cleaning equipment was kept in a cupboard in the utility room to which the children had no access. When children played in the outside garden, temporary wooden fences were erected to enclose the area.

The child minder operates effective procedures to keep the environment safe.

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

The premises are welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access toys and resources.. Child sized furniture was available in the playroom and children's art work such as a sunflower height display and the golden tree rules were on the walls. There was an adult sized table in the playroom with booster seats and highchairs available for the children. Potties, small toilet seats and steps were available to the children as well as small individual towels to wipe their hands. A nappy changing station was situated in the playroom. The children had access to a large outside area. The children did not play in the garden during our visit however, there was a shed full of suitable play equipment such as bikes, various ride on toys, tent, tunnel, rockers, slide, water play and a large plastic kitchen. Children told us they enjoyed playing in the garden.

The environment is well suited to children.

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

The child minder ensures that children have access to suitable equipment and resources.

Toys were clean and in good condition. The playroom contained a wide range of equipment and resources to suit all age ranges and easily accessed by children. These toys included for example; games, books, dinosaurs, dolls and buggies, tractors, action figures and roleplay clothes. There were plenty of materials available for craft activities. Equipment such as highchairs and booster seats were in good condition. The outside area had a selection of equipment and resources which were in good condition and suitable for the children to play with.

The child minder consistently ensures that the resources and equipment are of good quality.

4. Leadership and Management

Summary

The child minder is motivated and clearly enjoys looking after children. She maintains the required records and documentation and has good organisational skills.

Our findings

4.1 How effective is leadership?

The child minder creates a positive ethos whereby children feel valued. She provides an up to date statement of purpose that reflects an accurate picture of the service provided.

The statement of purpose was clear, informative and provided an accurate picture of the service. The parents confirmed that they were very happy with the information they received about the service. All required records and documents were in place and well organised. The child minder obtained all necessary forms from parents such as personal information and contracts. The child minder had obtained emergency medical consent from parents. Parents and the child minder signed accident and incident logs. The child minder had a range of policies and procedures that focused on meeting the children's needs such as child protection and behaviour management. She had written new policies including internet use, nappy changing and GDPR.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place for reviewing her service and values feedback from parents and children.

The child minder provided questionnaires to parents asking for their feedback on her service. Feedback from parents was very positive with comments such as "I have no concerns about my children whilst in your care", "relaxed and engaging setting" and "communication is excellent." The latest quality of care report noted the benefit of networking with other child minders and activities such as celebrating the royal wedding together. Children's feedback about the service was very positive including their enjoyment of the walk to school, playing in the garden and having time to play with their friends.

The child minder actively evaluates her service.

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

The child minder has appropriate childcare experience and qualifications.

The child minder has up to date training in safeguarding, paediatric first aid and food hygiene. She and all household members over the age of sixteen had valid DBS certificates. She had registered with the local authority food safety department and the information commissioner's office. The child minder had a valid public insurance certificate and all car documents were correct.

The child minder is well organised in the management of her business.

4.4 How effective are partnerships?

The child minder works closely with parents and other child minders and attends toddler groups in the community.

The child minder had a positive working relationship with parents and provided a daily diary of events for younger children and verbal feedback to the parents of older children. The child minder met up with a number of child minders in the local area to share ideas and good practice, as well as organising events and allowing children to socialise. She took the children regularly to toddler groups ensuring that the children remained part of their community. She also regularly took children to the local soft play, and park. During the school holidays the child minder told us she takes children on numerous educational visits such as swimming, strawberry and pumpkin picking, Scolton Manor, Cardigan Island and Clerkenhill Adventure Park.

The child minder has very positive partnerships with parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that the child minder

- undertakes a risk assessment of security measures.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to confirm availability.

One inspector visited the service on the 18 July 2018 for a total of 5 hours. Feedback was given over the phone at a later date. We:

- inspected a sample of documents and policies;
- observed care practices, and
- spoke to children and parents.

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 John
Registered maximum number of places	9
Age range of children	0-12 years
Opening hours	8am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 September 2015
Dates of this inspection visit	18 July 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 that does not provide an 'Active Offer' of the Welsh language as the service is situated in a primarily English speaking area. However, incidental Welsh was heard during the inspection visit and Welsh resources were used and are available for children.
Additional Information:	