

Childcare Inspection Report on

Vicki Walters

Barry



Date Inspection Completed

06/03/2020

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Vicki Walters was registered in April 2002 and provides care from her home in Barry, where she lives with her husband and their Jack Russell dog. Children have use of a large lounge and bathroom on the ground floor and a large outdoor play area at the back of the house. The child minder is registered to provide care for a maximum of six children at a time and operates between 7am and 5pm Monday to Friday. Currently she has five children on her register aged between one and eight years. The service is provided in English.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

1. Overall assessment

Children experience a good standard of care from a very nurturing, responsive, experienced child minder. They are happy and confident and thoroughly enjoy their play and learning. The environment is comfortable, safe, secure and well maintained. Children have free access to a good range of toys, materials and equipment, indoors and outdoors. The child minder manages her business adequately and children and parents are very happy with the service they receive.

2. Improvements

The child minder had addressed recommendations in the last report to include parents' views in the annual reports on the quality of care and to record accurate times of children's attendance.

3. Requirements and recommendations

Section five of this report identifies our recommendations to further improve the service.

1. Well-being

Good

Summary

Children express themselves confidently and make decisions because they are listened to and their opinions are valued. They are very comfortable in the child minder's care and interact and play together happily. They have a very good choice of activities to help them learn, develop and have fun. Children thoroughly enjoy their play and are developing well.

Our findings

Children make choices, are listened to and express their views confidently. All children can move freely around the play areas and choose what to do and where to play. They access toys and resources easily from low level boxes. Older children were confident to ask us about the purpose of our visit and were very chatty and happy to tell us how much they enjoyed their time at the service. Children told us that they are always asked what they want to do and they particularly enjoyed construction toys, crafts, computer graphics, outdoor play and visits to soft play centres. They said sometimes they do homework or if they just wanted to relax after school then they could. Children have a clear voice.

Children are well settled and relaxed. They have very strong bonds with the child minder, and her family, which ensures they feel safe and content in her care. All the children have been with the child minder since they were a few months old and all except one child are now school age, attending after school and during holidays. The youngest child was content and readily held their arms up to the child minder for comfort and cuddles. After school, children greeted each other and the child minder affectionately and chatted happily on the walk home. The child minder listened attentively and showed interest in what the children had to say about their day. Children feel secure because they are very familiar with the play areas, materials, activities and the routines. They settled to their chosen activities and played independently and with others and there was a very relaxed atmosphere. Children feel safe and valued and are very happy.

Children interact well with each other and with the child minder. There are house rules that include being kind, taking turns and sharing. Children knew the rules and we saw that they listened to the child minder and responded to her questions. Children were well mannered and polite; we heard them say 'please' and 'thank you' without prompting; they took turns as they played with toy figures. There are also rules about safety on the road and we saw that children followed them. For example, they waited for each other to catch up on the way home from school and a younger child held hands with the child minder to cross the road.

Children thoroughly enjoy their play and learning experiences and enjoy free play as well as structured activities. They are able to follow their interests as they have free access to suitable toys, resources and activities. Children engaged in the activities they had chosen and they sustained interest for a suitable period for their age and stage of development. The younger

child laughed with delight as they looked at a picture book with the child minder and happily played with building blocks, toy cars and mark making. After school, a child chose a design on the computer to copy and colour; two children played a game with toy sharks. Children said they particularly enjoyed playing in the garden, visits to the park and to soft play centres, which they did whenever possible.

Children are developing their skills and are learning to be more independent. Children develop their communication skills through good discussion with the child minder, who asks appropriate questions to extend their learning, for example, "What colour is it?", "Is it big or small?", "How many can you count?", "How did that make you feel?" Children have good opportunities to complete tasks for themselves. They independently accessed the resources during both of our visits. They ate lunch and snacks at their own pace; they had a choice of fruit and helped themselves to their drinks. Older children helped themselves to water from the kitchen and independently used the toilet. On the walk home from school, one child was eager to explain to us the rules of stopping at the kerb and waiting. Children are developing well.

2. Care and Development

Good

Summary

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is experienced, well trained and effective in keeping children safe. She has clear expectations for behaviour and models good manners. She has a very good knowledge of the children's needs and preferences and provides a wide range of activities to help them to learn and develop.

Our findings

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She has attended training in paediatric first aid, food hygiene, safeguarding and the Prevent Duty, which relates to terrorism and radicalisation, and is clear about how to report concerns. We saw that parents had given written consent for photographs, outings; travel in vehicles and play equipment. Accident records were properly completed and countersigned by parents. We saw good hygiene practice; the child minder uses antibacterial wipes to clean surfaces and provides children with liquid soap for hand washing. However, the child minder does not provide disposable paper towels or follow the nappy changing process as recommended by Public Health Wales. The child minder was aware of children's allergies, dietary needs and any health issues. She provides snacks including fruit, biscuits and crackers. Making use of the Welsh Government's best practice guidance 'Food and Nutrition for Childcare Settings' would further her knowledge to promote healthy eating.

The child minder manages interactions very well. She is a good role model; polite and calm, consistent and very fair. The child minder listened to children and was interested in what they had to say, which in turn encouraged them to engage and listen to others. We heard the child minder give praise and encouragement such as *"Good boy"*, *"You did it! Well done!"* to reinforce positive behaviour. We saw that there are house rules and the children know what is expected and why. Children did not to run on the way home from school, *"because of the danger"* and also to *"set a good example"* to younger children. The children were well behaved, for example they shared and they took turns whilst playing games; they followed requests to hold hands on the road and to tidy toys away. A parent said, *"Vicki provides very good care and doesn't take any nonsense from them!"*

The child minder knows the children in her care very well and meets their individual needs. She is aware of each child's needs, likes, dislikes and routines and provides appropriate support and activities to promote children's development. We watched as she encouraged a child to feed themselves and wash their hands; and she offered help only when they were struggling. She talked to children about their families and their day at school to encourage their social skills and confidence. Discussions with children and parents, our observations, the diary and photographs evidenced the child minder provides learning opportunities through a good variety of interesting and fun activities at home and in the community. This included

outings on foot or using public transport to toddler groups, play centres, cinema, beach and parks. The child minder completes daily diaries for very young children and development records for pre-school children to identify their stages of development and plan activities to support their next steps in learning. We saw many examples that children develop very caring, lasting relationships with the child minder and each other. Previous attendees and parents greeted the child minder warmly in the school yard. One child who had left the service the previous year called in after school to see the family dog and the other children. We saw cards, letters and photographs from those who have moved on from the service, including graduation photographs.

3. Environment

Good

Summary

The child minder provides a safe, homely and child friendly environment where children feel content and relaxed. She carries out relevant health and safety checks and manages risks well. The child minder offers a good variety of quality toys and resources, indoors and outdoors, to enrich children's play and learning.

Our findings

The child minder cares for children in a clean, secure and well maintained environment. She has suitable risk assessments, to identify hazards and control measures, for the premises, outdoor play area, trips and activities. Accident records indicated only minor issues that did not raise concerns about the safety of the premises. External doors are secure and there are safety gates between the hall, lounge and kitchen. The back garden is divided into two areas so that younger children can play safely and away from children playing ball games. There are records of annual tests for the heating system; bi-monthly smoke alarm checks and fire drills. We discussed that fire drill records should include the time of the drill and the time taken to evacuate. We saw the child minder clean surfaces with anti- bacterial wipes and children use liquid soap to wash hands; however, there was one hand towel to dry their hands, which may pose a risk for cross contamination. The child minder is effective in keeping children safe.

The child minder provides a child friendly and stimulating environment, which is suitable for the age range and promotes independence. The lounge is inviting and well equipped with comfortable furniture, colourful mats, play zones, indoor slide and a computer. Toys and resources are readily accessible in low level storage, to support choice and independence. There is suitable equipment for younger children such as high chairs, potties, a nappy changing mat and a step for children to reach the toilet and wash basin independently. The large outdoor patio and lawn provides ample space for relaxing or energetic play. There is also a separate area for younger children with a play house, rockers, slides and sand and water play. We saw photographs to evidence that children enjoy a very wide range of play and learning activities at the child minder's premises and also in the community.

The child minder provides a good variety of toys and resources to enhance children's experiences and development. We saw good quality toys and equipment, including musical toys, balls, Duplo blocks, dolls, mini figures and animals, transport toys and tracks, large play castle and garage, books, games, puzzles and art/ craft materials. There were dolls, puzzles and books to reflect diversity and a multi-cultural society, but we did not see many Welsh language or bi-lingual resources. All toys and equipment were in good condition as the child minder regularly checks and replaces anything that is broken or no longer suitable.

4. Leadership and Management

Adequate

Summary

The child minder is motivated and clearly enjoys looking after children. She has satisfactory policies, procedures and record-keeping in place for most areas of the service. The child minder's training is up to date and she has effective partnerships with parents and other child minders. Records could be improved in relation to reviewing and archiving policies and procedures and including children's views in the quality of care report.

Our findings

The child minder aims to comply with regulations and to meet or exceed the national minimum standards. The statement of purpose provides an accurate picture of the service as it is currently provided, so that parents can decide if will meet their needs. Parents receive the statement of purpose and policies when their child starts attending and, as part of their contracts, they sign to evidence that they have seen and agreed to them. The child minder had updated her statement of purpose in 2019 to reflect that she no longer provides Flying Start places but she had not sent a copy to CIW. Policies and procedures are suitable but some needed updates for CIW's name and contact details, including the Child Protection, Complaints and Lost/ Missing Child procedures. The Exclusion of an Ill Child policy did not include recommended exclusion times to guide parents. Policies and procedures should be reviewed at least annually to ensure they are up to date and still relevant. The policy file contained old and new versions and as some were not dated, it was difficult to find the most up to date policy. Overall, leadership is satisfactory.

The child minder is keen to improve on the service she provides and she told us she consults with children and parents to ensure she provides a flexible service that meets their needs and preferences. The child minder reviewed the quality of care each year and we looked at the reports for the last two years, which included parents' views, improvements in the service and plans for the future. We saw examples of questionnaires to seek parents' views, which indicated they were happy with the service and did not want any changes. We heard the child minder asking children what they wanted to do and if they enjoyed activities; and the child minder told us she took into account their views when purchasing toys and planning activities. However, the child minder did not record this information in her quality of care report. The child minder has a clear complaints policy and procedure. No complaints or concerns have been raised about her service since registration. Self-evaluation and planning for improvement is adequate.

The child minder organises her business well and ensures that records and information are stored and shared securely. We saw up to date records for training, public liability insurance and Disclosure and Barring Service (DBS) checks for the child minder and her husband. The child minder had attended the required training in food safety; child protection and paediatric first aid and was aware that these must be renewed every three years. She had also attended

training for Prevent, Internet Safety, Behaviour and Cultural Diversity to support her work with children. There were accurate records of children's attendance in a daily diary. These indicated that the child minder complied with her registration numbers and the national minimum standard age ratios for children under eight years. The child minder has suitable contingency plans in the event of an emergency; and she gives parents ample notice of arrangements such as holidays. The child minder manages her business and self-development well.

The child minder works closely with parents to identify and meet children's needs. She keeps parents informed through daily diaries for very young, pre-verbal children; text messages about events; photographs of children engaging in various activities; and verbal accounts of their child's day when parents collect their child. This allows her to share information, children's progress and give reassurance to parents that their child is happy and enjoying the activities, particularly if they are settling in. The child minder attends local play groups and meets with other child minders on a regular basis, to share ideas and good practice. We saw photos of children on a variety of outings, which helps children feel a part of their wider community. Parents confirmed they were given plenty of information about the service. They said they were very happy with the service and their children "*love going there*" they described the child minder as '*great*', '*amazing*', '*safe*' and '*the best*'. The child minder has developed good partnerships with parents and other child minders, which benefits children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Follow the Welsh Government best practice guidance 'Food and Nutrition for Childcare Settings' to further promote healthy eating;
- complete the Public Health Wales, Infection Prevention and Control for Childcare Settings (2014) Audit Tool to support good working practices;
- use paper towels to minimise cross infection when children are drying their hands after using the toilet, as recommended in the Public Health Wales Guidance for Infection Prevention and Control;
- include more detail on fire drill records, such as the time of the drill and time taken to evacuate the premises;
- include the exclusion times in the ill child policy;
- provide an updated copy of the statement of purpose to CIW;
- ensure all policies and procedures are reviewed annually and that only the current version is in use;
- update CIW name and email details on all policy documents when they are next reviewed;
- include, in the Quality of Care Report, feedback from children and CIW, and any changes made as a result of this; and
- promote the Welsh language through more incidental Welsh, bi-lingual posters and resources.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector visited the service unannounced on 4 March 2020 when one child was present and a further visit was arranged for 6 March 2020, when three children were present.

- We spoke to four children, two parents and the child minder
- observed children with the child minder at her home and on the walk from school
- inspected the areas used by children
- looked at a sample of documentation and policies including the daily diary and attendance record, three children's records, the statement of purpose, policies and procedures, accident records, health and safety records, photographs and
- we gave feedback to the child minder after the inspection.

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	Vicki Walters
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	7am – 5pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 March 2016
Dates of this inspection visit(s)	4 and 6 March 2020
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 children who use, or intend to use the service because it is situated in a mainly English speaking area. We recommend that the service provider considers the Welsh Government’s ‘More Than Just Words follow on strategic guidance for Welsh Language in social care.’
Additional Information:	

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