



Inspection Report

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Wrexham



Date Inspection Completed

14/06/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 05 February 2018
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

For further information on ratings, please see the end of this report

Summary

Children are happy, they have good opportunities to make choices and decisions about what affects them. Their feelings, likes, dislikes and needs are acknowledged as they have good bonds of affection with the child minder and the assistants. Children interact positively with their friends and those caring for them. They are enthusiastic and interested in their play and learning. Children are developing their independence skills well.

The child minder and assistants promote healthy lifestyles effectively. They have a warm and friendly approach to care giving. The child minder and assistants organise interesting activities to develop children's play and learning successfully.

The child minder ensures the environment is safe and clean. The indoor and outdoor play areas have significantly improved since our last visit. Play and learning areas are well organised with good quality toys, resources and equipment.

The child minder is dedicated and hard working. She is committed to creating better outcomes for children. The child minder has built a good staff team of assistants and she manages the setting appropriately.

Well-being**Good**

Children enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. They have a sense of belonging, forming friendships and are familiar with routines.

Children are confident communicators; they express themselves well. For example, a younger child excitedly pointed at the cartoon characters on their t-shirt. Older children said they really enjoy 'playing bingo' together and had lots of fun playing the game. Children made requests politely for more yoghurt and fruit at snack time and this was given by the child minder in a timely manner.

Children settle quickly as they have strong bonds of affection with the child minder and assistants. They are familiar with the daily routines and show how they wash their hands and prepare themselves for mealtimes and outdoor play.

Children are polite and practice using good manners. They enjoy the social occasion of mealtimes and sit at the table nicely. They are learning to share and take turns well. For instance, during a water play activity children shared the containers and took turns to pour the water into the funnel. Children are learning about kindness. For example, during play in the home corner a younger child shared the toy pizza slices with their friend. They greeted their friends with smiles and a hug.

Children follow their own interests and are active and curious learners. They had lots of fun working together as a team to scoop the different coloured letters from the jelly tray. Children expressed delight as they named the letters correctly. A child sustained concentration as they organised the construction bricks into colour groups. With a friend they practiced counting how many green, blue and orange bricks they had. A group of friends enjoyed playing with a variety of vehicles and explored how the propellers worked on the helicopter. Children enjoy developing their imagination in the home corner and used a variety of food props to make a meal. A child showed their friend how to work the toaster and they giggled as the toy toast popped out.

Children are developing their independence skills successfully. They help themselves to fresh drinking water throughout the day. Children are developing their physical skills well. For instance, they confidently climbed the slide steps before whizzing down. Children enjoy quiet time and explore the tactile and interactive books. Children are learning to do things for themselves with positive encouragement from the child minder and assistants.

Care and Development**Good**

The child minder and assistants have a friendly, caring approach and manage interactions positively. They consistently praise children for their efforts and celebrate their achievements.

The child minder and assistants understand their role and responsibilities to keep children safe and healthy. They provide healthy meals and fresh drinking water is readily available. The child minder ensures children have lots of opportunities to play outdoors in the fresh air to develop their physical skills well. They have a good understanding of safeguarding procedures and implement policies appropriately. The child minder and assistants consistently record children's and their own attendance as part of their wider safeguarding practices to ensure children's safety. First aid and safeguarding training is current and suitable for the ages of children cared for. Nappy changing procedures are in line with current infection control guidance. The child minder completes accident and incident records accurately and keeps parents informed. Fire drills are undertaken to make sure children know what to do if they have to leave the premises in the event of an emergency. The child minder and assistants encourage children to wash their hands, and this helps to develop their personal hygiene practice effectively.

The child minder and assistants follow the positive behaviour management policy well. Their warm and gentle approach to care giving creates a calm, happy and relaxed atmosphere. The child minder and assistants are sensitive and responsive to the individual needs of all children. They create an inclusive environment where children's different home languages and cultures are embraced.

The child minder is at the early stages of implementing a more responsive approach to activity planning and tracks children's development and progress effectively. She develops children's language skills positively and improves their social skills by engaging with the local community. For instance, photographs of children showed them enjoying their time reading books at the local library and going to visit various local sites such as the park, community farm and an exploration centre.

Environment

Good

The child minder provides a safe and clean environment where children can play and learn independently. Significant improvements have been made to the indoor and outdoor play areas since our last visit.

Risk assessments appropriately identify the potential hazards to children and what measures are in place to manage these risks. The child minder implements good cleaning routines and follows current infection control guidance. She makes sure information is available to everyone about how she will deal with emergencies. Health and daily safety checks are being undertaken. However, she is not regularly checking the contents of the first aid box to make sure all items are suitable for use. The child minder and assistants supervise children well during their activities.

The child minder makes sure the layout of the indoor and outdoor play areas promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Toys and resources are of good quality for the ages cared for and children have access, mostly, to appropriately sized furniture. The environment is welcoming and well maintained. Indoor storage of toys and resources are suitable and accessible to children. The child minder ensures there is a designated area for children to store their personal items and this creates a sense of belonging. She displays children's artwork nicely and this shows children their efforts are valued.

The child minder ensures areas of play and learning are well organised but there is a lack of natural and re-cycled resources to develop children's natural curiosity. There are a variety of lovely resources to develop children's sensory skills. Books are nicely displayed to encourage children to read them. The outdoor area is attractively laid out and provides children with opportunities to develop their physical skills well, there are pedal bikes, balls and slide.

Leadership and Management

Adequate

The child minder manages her setting appropriately and is enthusiastic about creating improved outcomes for children.

Policies and procedures are in place, and these are reviewed annually. The child minder has an appropriate understanding of her responsibility to promote the Welsh language. She encourages the assistants to use basic Welsh with children throughout the day. The child minder has written a statement of purpose, which provides parents with clear information about what the setting offers.

The report reviewing the quality of care, reflects on the comments gathered from parents and children but has not included the comments gathered from assistants. The report reviews what the setting does well and areas for development. The child minder is currently gathering further comments and views of all those using the setting. She will consider these further comments along with other areas, which may require improvement for the next quality of care review report.

The child minder, and person's living and working on the premises disclosure and barring checks are up to date. Her and the assistants training is current. She has collated the required information on individual children and also for the assistants in their employment file. Assistants said they enjoy their job and feel supported in their role. Supervisions and appraisals are currently conducted informally, there are no records of these discussions with assistants about their practice, professional development or any safeguarding concerns they may have.

The child minder has successfully established good partnerships with parents. We did not have the opportunity to speak to parents during our visit, but we did have the opportunity to read a sample of comments gathered from the child minder's surveys. The responses from parents are positive, some stating they are '*...doing an excellent job*'. The child minder has developed effective partnerships with the local community. Photographs of children showed them enjoying their time playing in and familiarising themselves with their local surroundings to achieve better social skills.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Consider developing and building on children's natural curiosity by providing a range of re-cycled household items and natural resources.
Standard 10 - Healthcare	Regularly review the contents of the first aid box to make sure all items are suitable for use.
Standard 13 (Child Minder) - Suitable Person	Formalise one-to-one supervision and appraisal with all child-minding assistants to ensure the child minder has a record of these discussions about their practice, professional development and any safeguarding concerns.

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.

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