



## Inspection Report

**Kate Owens**

**Denbigh**



**Date Inspection Completed**

26/01/2023

**Welsh Government © Crown copyright 2023.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk) You must reproduce our material accurately and not use it in a misleading context.*

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	1 March 2017
Is this a Flying Start service?	Click or tap here to enter text.No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children are very happy and settled because they are respected and enjoy a range of activities. They can make suitable choices and decisions and their interests are valued. Children feel safe, are learning to be independent and interact well.

The child minder cares for children well and prioritises their well-being, health, and safety. She manages children's behaviour kindly and fairly. She is skilled and provides interesting activities, both indoors and outdoors to help children develop. She frequently uses Welsh words and phrases with children especially those whose first language is Welsh.

The environment is safe, clean, and well maintained. It is set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and help children's development.

The child minder manages her service well and keeps the necessary records. Her commitment to make improvements benefit children and their families. She is experienced and keeps up to date with training. The child minder has formed successful and strong partnerships with parents, which helps children feel settled and their families supported.

**Well-being****Good**

Children have a voice and can influence their care. They make suitable choices, and their interests are valued. For example, they enthusiastically help themselves to toys already set out as soon as they arrive. Children are listened to, for instance when the children suggest toys the childminder helps to get them out. They have a choice in foods and snacks. For example, a choice of fruit at lunch time. Children can have more to eat after lunch including breadsticks. Parents told us children enjoy attending and are treated with respect and care in a warm and homely environment.

Children form strong bonds with the child minder who provides gentle care. Parents told us their children have settled very well. Children are content, and have formed relationships with the child minder, other children, and family members. For example, the children briefly, had an exciting time of play with the childminder's husband.

Children interact well and confidently with the child minder and other children. They share resources such as large vehicles and toy cement mixer. They are making friends, appropriate to their stages of development. They follow instructions well. For example, children sit happily as they wait for lunch to be served and enjoy singing nursery rhymes.

Children are engaged in interesting activities. We observed children enjoying activities such as building towers and buildings for their cars, using blocks. They concentrate for lengthening periods as they draw on their individual chalk boards. They are happy to share what they are doing with others and show pride in their achievements, for example by eagerly showing their pictures to the childminder.

Children have opportunities to do things for themselves. They choose toys and activities and put toys away after use. They know where to put coats and bags when they arrive. They wash their hands on their own with help from the childminder and eat their lunch mostly unaided.

## Care and Development

Good

The child minder keeps children safe and healthy. She can talk confidently about safeguarding and the correct procedures to follow should she be concerned about a child. She implements policies and procedures effectively. For example, nappy changing includes procedures to avoid cross contamination. The child minder has cleaning routines to encourage good habits. For example, children wash their hands before eating. She provides opportunities for children to participate in regular periods of exercise outdoors. Parents told us that children often play outside. The child minder gives medication to children and parents complete forms and sign to acknowledge they have been told about the doses given. She provides nutritious meals and snacks, and a parent told us meals are always healthy. Parents are very complimentary about the care and development of their child.

The child minder is very engaged in her interactions with children, supports them to manage their behaviour and boosts children's self-esteem. She often gives them praise, including for being kind and tidying toys. The child minder is a good role model, and this is reflected in the politeness of the children. Stickers are sometimes used if children are kind to others or have tidied exceptionally well.

The child minder knows the children's skills and preferences well and is aware of the new curriculum. She is currently piloting monthly planning sheets after attending a course. The child minder knows the children's strengths, needs, and likes, and ensures that she meets their needs. Parents told us the child minder caters for children's individual needs. Children's progress is tracked and recorded in their daily diaries. These also show frequent outings take place where children have experiences such as water play, playing with a pirate ship, going to the library, and playing in the garden with diggers and spades. The child minder also has a book of photos for each child, which shows them experiencing outdoor and messy play, sand, going on a picnic, and splatter painting. Welsh is spoken regularly, helping those whose first language is Welsh. All parents told us that Welsh is frequently used.

**Environment****Good**

The environment is secure, clean, and well maintained, which provides a safe and comfortable place for children to relax and learn. The child minder has identified risks and taken steps to minimise or eliminate them. For example, identification was requested which ensures no unauthorised persons have access to the premises. Children know how to evacuate the premises safely in an emergency because regular fire drills are completed. The child minder provides a good environment to enhance children's experiences. There is plenty of space for all children in the playroom and toys are stored at child height enabling them to help themselves. There is also a dining room where children can eat together, and tabletop activities are also engaged with such as modelling with dough. There are suitable facilities including a toilet with a step enabling the children to be independent. It is a light, bright, homely and child centred environment.

The resources, toys and books are appropriate, including toys for toddlers. The outdoor area, which includes a grassed area is suitable for children and photos showed them enjoying their play in this area. The child minder provides suitable furniture for the children, including small chairs and tables. The resources, which are suited to the age of the children, are in good, clean condition and some are brand new.

## Leadership and Management

Good

The child minder is experienced and has knowledge about current childcare practices, and this is set out in the statement of purpose. This helps parents make an informed choice about whether the service will meet their needs. The child minder meets the needs of children and their families. Policies and procedures are updated regularly, and this ensures the child minder is familiar with current processes.

The child minder makes improvements and has a written annual review of the quality of care. This considers the views of parents and children. A parent told us the child minder listens to them and that they happily speak to her about any childcare matters. However, there is no action plan included and the child minder agreed to include future improvements in the next review.

The child minder manages her service well. Disqualification and Barring Service checks are current for the child minder and family members over the age of 16. Mandatory training has been completed and additional courses on play and the new curriculum have also been attended recently. This ensures the child minder has current information on how to provide a suitable learning environment and experiences for children. The child minder has up to date training in child protection, first aid and food hygiene.

The child minder has effective communications with parents which reflect how important she considers partnership with the parents to be. Daily diaries for each child include relevant details to share with parents of the younger children. A daily exchange of information ensures the child minder knows of any issues affecting the children. Regular contact with other child minders in the area ensures she is knowledgeable about current practices. Outside agencies are used to source courses and the child minder arranges outings such as going for walks to enhance learning experiences. All parents say the care is exceptional and the child minder is friendly and approachable.



## **Recommendations to meet with the National Minimum Standards**

R1. To include an action plan in the annual review of quality of care.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
N/A	No non-compliance of this type was identified at this inspection	N/A



Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published** 21/02/2023