



## Inspection Report

**Jessica Fowler**

**Newport**



**Date Inspection Completed**

27/10/2021

**Welsh Government © Crown copyright 2021.**

*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                | First Inspection  |
| Is this a Flying Start service?                            |   |
| Does this service provide the Welsh Language active offer? | No. 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. |

## Summary

This is an inspection undertaken during the Covid19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children settle well into the service which is child centred and provides a home from home environment. They have warm and supportive relationships with the child minder and form close bonds with her and her family. They are able to make choices and decisions about their care and play, and feel safe and secure with the familiar daily routines. Children have opportunities to become independent and develop their individual skills through a good range of experiences and play.

The child minder has a good understanding of how to keep children safe. She has implemented policies and procedures in response to Covid-19 effectively. The child minder plans for a variety of activities, which are interesting and stimulating and capture children's imagination according to their age and stage of development. Children's progress is recorded appropriately and activities are planned well.

The environment is welcoming and well-resourced and supports children's play and learning. The children have a dedicated playroom with a good range of toys and resources that promote children's all round development. The children enjoy regular visits to local parks and amenities.

**Well-being****Not Required**

Children have good opportunities to make choices and decisions and are aware of the options available to them. For example, they select from the toys and resources which are in reach. They know where resources are stored and most of these are within easy reach. Children know the daily routine well and are familiar with the daily timetable of events. This allows children to feel secure and settled.

Children are beginning to communicate verbally and also use non-verbal methods such as gestures and signs. They know that their preferences are heard and their needs will be met, helping them to feel comfortable and safe. Children receive frequent praise and compliments from the child minder for their efforts. They receive encouragement to develop interests and one child was keen to play with the childminder's own children, chatting about which are their favourite cars. Children enjoy going on outings and benefit from daily walks to the local park where they are likely to meet childminders and make friends with the minded children. This helps children to interact with others outside of their immediate group.

Children's emotional needs are well met and they have clear bonds of affection with the child minder. Children like the closeness of sitting with a trusted adult with whom they can discuss issues. They are comfortable and relaxed within the service and feel a sense of belonging and attachment. For example, the minded child was ready for a snack and selected what they wanted to eat. The child noted an older child sitting in front of the television and wanted to join them whilst continuing to eat their snack. The child minder noted this and gently reminded the child about the rules of sitting at the table to eat. The child nodded affectionately to the childminder and sat next to her leaning in for comfort.

Children are encouraged to do as much as possible for themselves in preparation for their next steps for playgroup or to help them to start going to school. They help to tidy up, feed themselves and are learning to put on their own coats. Children know they can ask for support if needed, receiving encouragement and praise from completing tasks successfully.

**Care and Development****Not Required**

The child minder has all the appropriate information to keep children safe. She implements suitable measures to reduce risks associated with Covid19 in line with Welsh Government guidance and Public Health Wales . She has a detailed risk assessment to guide her actions. For example, she cleans the environment thoroughly and supports children to wash their hands regularly. Non-essential visitors do not enter the premises.

The child minder has up to date training in safeguarding children and has an understanding of procedures to follow should there be any concerns. She is confident and clear about recognising the signs of any concerns and has a suitable child protection policy in place. The child minder keeps a record of all accidents and incidents and these are signed by parents. She records any existing injuries of children when they arrive at her service and keeps in contact with parents to ensure information is shared. Regular fire drill practices ensure children are aware of how to leave the building safely in an emergency and the child minder plans and records these appropriately. The child minder has a clear, informative medication policy and procedure which all parents sign. However, the medication policy does not inform parents that the child minder will only keep medication for a specified time.

The child minder supports children successfully to manage their behaviour. Children are treated with respect and are praised for their positive behaviour. The child minder is a positive role model and children value the calm and settled environment she provides. Children experience a variety of interesting and stimulating activities. The child minder uses observations and an appropriate system to plan for and monitor the progress of younger pre-school children. Children are encouraged to be physically active each day by visiting outdoor venues such as the park. A good variety of play, learning and recreational activities are promoted on a regular basis.

**Environment****Not Required**

The environment is a safe and secure place for children. Currently there is restrictions on visitors to comply with Covid-19 procedures. Where visitors come into the child minder's house the details are recorded. The entrance is secure; locked doors ensure children are unable to leave the premises unsupervised. Regularly reviewed risk assessments for all areas of the setting and any outings undertaken ensure the child minder knows how to keep children safe. The child minder has introduced additional procedures and risk assessments in line with guidance related to the Covid-19 pandemic. These include more cleaning, hand washing and restricting people entering her setting. The child minder ensures that the annual maintenance checks for the home and appliances are up to date.

The child minder's home is child friendly and provides a lovely space for children to play and learn safely. The lounge and dedicated playroom are both light and bright with easily accessible resources and toys. Currently the child minder has stopped using the garden for minded children. She has received a local grant for her business and has planned to develop the garden for minding purposes. Instead, the child minder has planned daily walks to the local parks. The child minder is keen for all children to have daily fresh air and exercise. The dedicated playroom has a good range of resources for children to explore freely. The child minder uses many natural wooden toys and resources where ever possible to encourage children's curiosity. These include a play kitchen accessories, puzzles and small world toys.

Resources provided by the child minder are very well maintained and in good working order. The child minder has implemented an effective cleaning routine for all toys and resources in line with the current best practice guidance to protect children from the risk of Covid19. There is a suitable number of multicultural resources.

**Leadership and Management****Not Required**

The child minder manages her setting well. She is highly motivated to improve her skills and the quality of care she provides. The child minder works in line with all of her legal obligations. She has developed a good range of policies and procedures and has a clear vision for her service. However, we noted that the child minder's IT policy it did not state that the child minder uses secure means such as 'closed' platforms when social media is being used and pertinent details are protected and not shared with a wider audience. The child minder understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. Record keeping is very well organised and well maintained. Her statement of purpose provides parents with sufficient detail about her service so they can make an informed decision about its suitability for their child. The child minder has appropriate record keeping systems to support the smooth running of her service. She obtains relevant information about children as part of the admission process this includes using contracts. However, the statement of purpose (SOP) does not state that the garden is currently not being used. It is important to ensure that SOP includes up to date information of the service.

The child minder manages her service to an appropriate standard. She undertakes relevant training to ensure that her knowledge and skills are up to date. She informs parents in advance of planned holidays, so they can make alternative arrangements. There are Disclosure and Barring (DBS) Service checks for all persons over the age of 16 living at the premises as required. Arrangements in place in the event of an emergency keep children secure. For example, the child minder has a buddy system with another registered child minders who can assist should such an emergency arise.

During the process of this inspection we were unable to contact parents for feedback. The child minder told us that she has good contacts with parents and she is confident that if parents have concerns they feel comfortable in approaching her. The child minder has communicated with parents through the pandemic using a range of electronic safe methods such as texts and phone calls.



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

R1. Ensure that the statement of purpose is regularly updated with particular regard to any areas of the child minding business that is currently not being used such as the garden being out of bounds

R2. Ensure that parents are aware that the child minder will only keep medications for the specified time it is required and not kept indefinitely

R3. Improve IT policy to clearly explain that any social media platform used will ensure it is only accessible by parents and the provider only.

### 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 | N/A    |

|  |            |  |
|--|------------|--|
|  | inspection |  |
|--|------------|--|

| 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 04/01/2022**