



Inspection Report

Josie-Ann Hawkins

Newport



Date Inspection Completed

07/10/2021

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	First Inspection
Is this a Flying Start 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. 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.'

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children feel secure, happy, and comfortable at the setting. They form good relationships with the other children and the child minder. They are confident to express themselves and make choices, as they know the child minder respects their opinions. They enjoy their play and opportunities to develop independence.

The child minder is warm, nurturing and responsive to the needs of the children. She listens to children carefully in order to promote their development and independence. She sets clear boundaries and manage their behaviour in a calm, positive manner. The child minder supports children in their learning by ensuring play is fun and stimulating.

The child minder's home is safe, clean and secure. There is good inside and outside play space and plenty of resources to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The child minder completes daily visual risk assessments of the environment to identify any emerging risks.

The child minder is organised and satisfactorily manages her service so that it operates smoothly. She is motivated to make improvements to her service's record keeping and paperwork. Since opening in February 2021, she has identified and implemented improvements needed to some of her procedures. She works well with parents and provides daily updates regarding their children and their individual needs.

Children are happy to express their opinions and make choices at the setting, as they know the child minder actively listens to them. They direct their own play and move confidently from one area to another finding toys and games that they enjoy. They approach the child minder with ease when needing extra support. We saw that they felt valued when praised, delighted that their efforts made whilst colouring and drawing had been recognised and acknowledged.

Children make friends at the setting and they love playing with one another. They were happy to take turns, share and wait patiently during activities. They listen well to the child minder and respond to her instructions calmly. Children feel secure, as they understand the rules and expectations, for example, after play they readily help clear their toys away with very little fuss. Children are learning the social skills to communicate effectively and treat one another with respect. When frustrated we saw that children were quickly able to regain their equilibrium by talking with the child minder. They were then able to recognise their feelings and the source of their frustration.

Children enjoy the good range of activities and toys they can play with, both within the child minder's home and when taken to community resources such as playgroups and parks. They concentrate well on their chosen activity. When colouring in or drawing around their hands, we saw that they could maintain their concentration for a long time. When listening to the child minder read a book, they are able to follow the story and participate by following her instructions to press the musical buttons. This led on to children choosing to sing their favourite songs and join in with the actions to 'Here We Go Round the Mulberry Bush!' with lots of enjoyment and enthusiasm.

Children are developing their independence skills well and enjoy helping and do things for themselves. They sat at the dining table for lunch and snack, feeding themselves independently whilst chatting socially to their friends. They easily access the toys they want and are co-operative in tidying up after themselves and storing resources away. The child minder accompanies children to the washroom on the first floor; once there, they are encouraged to wash and dry their own hands and to be as independent as possible in line with their age and stage of development.

The child minder has a good understanding of how to keep children safe and healthy, but does not reflect this in some policies and procedures. The child minder understands the principles of safeguarding but is unclear of procedures in reporting concerns about a child. She has a good understanding of children's individual dietary requirements and promoting healthy eating. She encourages parents to provide a healthy packed lunch and we saw her provide fruit at snack time with water or milk. The child minder had not completed regular fire drills with the children but she undertook and recorded this after the inspection. She has assured us that this practice will continue. The child minder records all accidents in detail, and shares this information with parents. The child minder does not always record existing injuries, which makes it difficult to identify any emerging patterns as well as safeguard herself against potential allegations. She understands children's individual health needs and maintains appropriate records. She operates in line with guidance related to the Covid 19 pandemic, however she has not written a formal policy. During the inspection, she discussed writing a policy so that parents are clear about these procedures.

The child minder is warm, nurturing and attentive to the children. There is a behaviour management policy promoting positive strategies, which she implements well. We heard lots of praise and recognition for the children's efforts. She gives clear instructions and prompts so children are properly prepared to move onto the next activity. She interacts with the children in a way that promotes their learning and development. When discussing nature and trees during a colouring activity, the child minder explored the children's knowledge of colour. She encouraged them to tell her the colours of the pens they were using to colour the leaves. One child proudly exclaimed, "I found brown!" and was praised immediately.

The child minder supports children's learning and development through providing access to fun and stimulating activities. Children are relaxed and confident to question and explore their surroundings. She keeps individual children's books to track each child's progress. Parents are aware of these recordings but had not been asked for their signed permission for photographs. The child minder said she would rectify this to be in line with General Data Protection Regulation. Children have many opportunities for physical development with access to a large back garden and regular outings to local community facilities.

Environment

No Rating Required

The environment is a safe and secure place for children. Children are unable to leave the premises unsupervised as the front door is locked at all times. Child safety gates are appropriately situated. The child minder diligently records visitors; parents are informed of potential visitors and the child minder controls access to the premises. The home has the necessary safety checks and there are no presenting risks as she completes daily visual checks. The child minder has introduced additional procedures in line with guidance related to the Covid 19 pandemic. As the child minder has not written a formal policy outlining procedures, parents may be unclear about these. The child minder has secured the decking and garden and put up privacy screening so that younger children can play outside freely. The child minder risk assesses the decking and outside equipment before children play outside.

The home is child friendly and provides a comfortable space for children to play and learn. . The lounge/playroom is light and bright with easily accessible resources and toys. These include a play kitchen and accessories, puzzles, lots of books and easily accessible transparent crates with small world toys and dressing up garments. Children can sit comfortably at the kitchen table to complete tabletop activities and eat their meals. There are multicultural resources, Welsh and multi-faith reading books. The child minder explained how she introduces information about other cultures and backgrounds into play, such as celebrating Diwali. The washroom is suitably equipped to enable children to complete tasks independently.

Although there is currently a greater number of plastic toys than wooden or natural resources, the resources we saw are well maintained, in good working order and children clearly enjoy playing with them. The child minder regularly checks, discards and replaces broken or damaged toys. She explained that she introduces natural play resources during play sessions and nature walks.

Leadership and Management

No Rating Required

The child minder manages her setting to a satisfactory standard and has policies and procedures to help operate her service effectively. She has a clear vision for her service and shows enthusiasm for her role. She has a statement of purpose so that parents understand how her service operates. Although the document meets regulatory requirements, it should include detail of CCTV on the property. Some elements of her record keeping are incomplete. Policies and documents such as the complaints and safeguarding policies are missing some information and a school run/outings policy is not currently available. We discussed this with the child minder and were confident that she would address these issues quickly.

The child minder is motivated to improve her skills and the quality of care she provides and has systems in place to review her service and plan for these improvements. In preparation for her quality of care review, she has sent out questionnaires to parents to gain feedback about her service. Consultations with children currently take the form of observations and verbal feedback. She continually monitors her business to make improvements. Since opening in February 2021, she has reflected upon some working practices and developed systems for greater clarity, for example, how she records visitors to the property.

The child minder is appropriately qualified and ensures her training is up to date including her paediatric first aid certificate. She has completed Disclosure and Barring Service safety checks for all people living within her household. The child minder manages her time and resources well so that children's experiences at the service are positive.

The child minder values the relationships she builds with parents and children and understands the importance of information sharing to ensure children's needs are met. She maintains links with parents and keeps them informed about their children's daily routines and progress. There is a statement of purpose with essential information so that parents can make an informed choice about whether the service meets their needs.

Recommendations to meet with the National Minimum Standards

R1. Record existing injuries consistently

R2. Review safeguarding policy and procedures

R3. Devise a policy outlining the procedures to help keep everyone safe during the Covid 19 pandemic.

R4. Write a risk assessment for safely transporting children

R5. Update complaints policy with a section clarifying procedures for children aged over 8 and keep a record of complaints and their outcomes

R6. Ensure parents have signed consent for photographs to be taken of their children as a means of recording and tracking their progress.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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