



## Inspection Report

**Rachael Fowler**

**Barry**



**Date Inspection Completed**

19/04/2023

## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
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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<a href="#"><u>Well-being</u></a>	<b>Excellent</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 settled and have excellent opportunities to make choices. They are happy and have very strong bonds with the child minder. Children are relaxed in her company and thoroughly enjoy the time they spend in her care. They are developing their independence well and enjoy learning through play.

The child minder understands her role to keep children safe and healthy and manages interactions well. She provides a range of different activities and resources that promote children's development and learning. She is a knowledgeable and effective practitioner.

The environment is welcoming, safe, and clean. The child minder provides good resources and facilities to enable children to take part in a variety of different activities.

The child minder manages the service successfully and has built very positive partnerships with parents. She is committed and has embraced her first inspection as part of her planning for improvement.

Observations were limited due to the number of children present on the day of the inspection.

Children have a very strong voice at the setting. They are very happy and relaxed at the setting. Children are settled and have a strong sense of belonging. They play happily in the playroom choosing their own toys from the selection available. Children know the routines well which makes them feel comfortable and secure. They are confident communicators as their wants, moods and needs are considered by the child minder. Children's opinions and interests are valued and acted upon.

Interactions between children are excellent. They cooperate successfully and manage their behaviour well. For example, an older child is sensitive to a younger child's needs and wants. They are careful to include him in activities by getting him his favourite ball to play with. Interactions between the children and the child minder are exceptional. Children eagerly involve her in their play and enjoy her company. They approach her for comfort and reassurance when they are sad or upset. Children repeat words and phrases that the child minder has used. As a result, all children are polite and respectful.

Children are very happy in their play and learning. They engage in their own activities or with a friend. Children concentrate well, sustaining interest in the things they've chosen to do for extended periods. For example, we saw one child concentrating on learning how to manoeuvre the pedal car in the outside area. They smiled and were very proud of their achievement when they mastered the task. They responded very well to the encouragement from the child minder and were happy to discuss the task with us.

Children are familiar with routines and show a high level of independence. For example, children put on their own clothes before going outside and access the toilet independently. They move freely within the indoor area, accessing resources independently and following their own interests. They chatted happily with us, expressing their views about the toys they like playing with. They told us that they thoroughly enjoyed their time at the setting.

## Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She considers the children's health and safety well, storing medication safely and clearly recording permissions and administration. She considers children's medical requirements and allergies in daily routines. The child minder records details of accidents and incidents and ensures these are shared and signed by parents. She has attended safeguarding training and holds a valid paediatric first aid certificate. As a result, she has a good understanding of child protection procedures and the importance of safeguarding children. The child minder has thorough cleaning procedures and good hygiene practices. For example, constantly reminding the children to wash their hands thoroughly after using the toilet and prior to eating.

The child minder is caring, motivated and committed to meeting children's individual needs. She is sensitive to the needs of children, providing care and affection. She gives hugs when needed to provide comfort and reassurance. The child minder manages children's behaviour naturally and as part of the organised day-to-day activities. For example, reminding children to share and to take turns using the toys. She is consistent in her approach and positively reinforces her decisions. She models good behaviour and her interactions with children are firm but very positive.

The child minder knows the children well and has formed positive bonds with them. Prior to them starting at the setting, she collects and records detailed information relating to their needs and preferences, including routines and any special requirements. The child minder has a good knowledge and understanding of child development. This is evident in the purposeful weekly planning of activities based on the principles of the Foundation Phase. However, the additional learning needs policy does not reflect the current code of practice for Wales. The child minder makes good use of assessments. For example, children's achievements are recorded, and this information is used to plan the next steps in their learning. She plans purposeful activities which include visits to the local area such as wildlife areas, the local library and fire station. The child minder uses some incidental Welsh with the children. During play activities she promotes the children's language development using highly effective questioning. For example, *"Look you have two and two, how many have you got altogether? Four – well done."* As a result, children's development is good.

## Environment

Good

The environment is safe and secure for children. For example, the child minder ensures that all access doors are locked with keys located out of children's reach. The main door has a video doorbell and records of visitors are kept. Combination locks are fitted on all outside gates, and these are locked when children are within the outdoor play area. The child minder ensures children are familiar with fire safety procedures by conducting regular evacuation practices. These procedures are timed and evaluated to make improvements. Risk assessments are in place, which ensure that any unnecessary risks to children are eliminated, as far as possible. For example, appropriate gates are in place to ensure children only access certain downstairs areas. The child minder ensures the environment is clean by following good hygiene procedures and carrying out regular cleaning. However, she has not completed the Public Health Wales infection control audit.

The child minder provides care in a warm and welcoming home. She ensures the environment is well organised which enables children to move freely between the dining room and conservatory. Older children access the downstairs toilet independently. She keeps resources at a low level so that children can access and use them independently. The child minder ensures children have daily access to the outdoor area which is well maintained and resourced. The child minder promotes children's development by using specific areas for learning. For example, a mud kitchen for role play, music area for creative development and various bikes for physical development. She is skilled in providing excellent opportunities for children to take part in challenges within the themed areas. For example, challenge questions were added to the shape area which linked to the children's learning. The child minder provides meals and snacks at the table which is also used for planned activities such as arts and crafts.

The child minder provides a wide range of suitable age-appropriate toys and resources. Other resources such as arts and crafts are rotated and available during planned sessions. The child minder makes good use of a wide range of sustainable materials which children use in their activities. All resources are of a good quality and are well maintained. She promotes the use of Welsh through displaying posters and vocabulary to encourage the children to make use of the language.

## Leadership and Management

Good

The child minder has a definite vision for the setting which she manages well. There is a statement of purpose, which explains her child-minding setting and accurately reflects the service provided. The child minder has regard for the relevant regulations and National Minimum Standards for regulated childcare (NMS). She has developed a range of policies and procedures. However, some policies do not reflect all changes to the setting and have not been reviewed in a timely manner. Procedures for recording children's attendance were reviewed during the inspection to ensure they are kept for the correct retention period.

The child minder has completed an annual quality of care report which considers the views of children and parents. Discussions with the child minder shows she is open to feedback and embraces the need for continuous improvement. She is fully engaged with the inspection process as part of her self-evaluation and improvement.

The child minder is appropriately qualified and has completed the mandatory training required. The child minder demonstrates a commitment to improving practice and supporting her own professional development, by attending childminding forums. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She also ensures all necessary DBS checks are in place for household members, as well as safe recruitment checks for the child-minding assistant. Staff tell us they feel supported in their development and enjoy their role at the setting.

The child minder understands the importance of working in partnership with parents to ensure that children in her care receive the correct support to meet their individual needs. The child minder shares children's daily information with parents as well as photographs of their activities via a private messaging app. General information about the setting is shared via a group message and on a web page. Parents we spoke with confirmed that they are very happy with the care provided by the child minder.

### 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
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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 4 - Meeting individual needs	Review the Additional Learning Needs policy and ensure it reflects the current code of practice for Wales.
Standard 10 - Healthcare	Complete the Public Health Wales (PHW) infection control audit.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Review and date policies and procedures and ensure they capture all changes and improvements to the service.

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.

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