



Inspection Report

Kadie Williams

Wrexham



Date Inspection Completed

20/03/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Post Registration Inspection
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

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

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

Summary

Children are happy and settled. They enjoy the activities available and make choices and decisions about how they spend their time. Children communicate well using verbal and nonverbal cues. They interact well and make friendships and have good relationships with the child minder that support them in feeling valued.

The child minder is a good role model for the children. She shows care, understanding and respect. The child minder promotes a healthy lifestyle and keeps children safe. She has a good understanding of child development and gets to know the children well. This allows her to provide effective activities and resources to promote learning and development.

The environment is safe and secure. The child minder ensures there is enough space for children to play, learn and complete routines. The environment is warm and welcoming with suitable facilities available. The child minder provides interesting resources that help inspire children to play and learn.

The child minder manages her setting well. She works closely and effectively alongside another registered child minder to provide good care for children. She understands the importance of self-evaluation and planning improvements to benefit the children. Good relationships are formed with parents and she uses the local environment effectively to give children different experiences.

Well-being**Good**

Children express themselves as they are confident their attempts at communication will be understood and responded to. For example, when pointing and gesturing they would like more snack. Children move freely around the play space and actively choose from the activities and resources available. They have a say in how they spend their time and can follow their own routines as the child minder is aware of their needs. For example, being allowed to sleep when they are tired.

Children are relaxed in the care of the child minder. They develop positive relationships with her that support them to feel happy and content in their surroundings. Children are supported and provided with care that promotes their self-esteem as they are treated with respect and understanding. Children form friendships that are important to them. They were excited when other children arrived from school and talked about other children the child minder cared for.

Children show respect and learn to cooperate. They use the resources appropriately and some help to tidy up when asked. Children play together, sharing the space and resources. For example, when playing with the animal figures together at the table. Children feel safe as they are familiar with the environment and the routines. They learn to understand the needs and feelings of others, showing concern and care when a child is upset.

Children fully engage in an activity they have chosen. They enjoy their own self-initiated play as well as adult led activities such as crafts. They show enjoyment as they follow their interests and access resources they want. For example, when moving the glittery cylinder with their foot and watching the shapes and colours it made. Children enjoy group activities and happily joined in with songs and rhymes, laughing and smiling as they did the actions.

Children are supported and encouraged to be independent. They have free access to a range of resources to choose from. They know what is available and communicate when they want something that is not freely available. Children happily feed themselves, knowing they can ask for help if needed.

Care and Development

Good

The child minder has an effective safeguarding policy and knows the procedure to follow should she have concerns about a child. She implements effective routines to ensure children are safe, including conducting regular fire drills so she and the children are aware of the procedure to follow in an emergency. The child minder records children's attendance so they can be accounted for.

The child minder offers nutritious snacks and meals that children enjoy. For example, children enjoyed their pasta and sauce followed by a yoghurt. Appropriate cleaning routines and nappy changing procedures are conducted. Tables are regularly sanitised and hand washing is promoted. This helps prevent the spread of germs. The child minder promotes a healthy lifestyle as they regularly give children access to outside, take them on walks or trips to local parks. This ensures children are active and have fresh air.

The child minder is caring and supportive towards the children. She models good behaviour as she shows respect, understanding and interest in everything they do. She implements effective and consistent strategies to manage behaviour. For example, using discussion to diffuse situations when children want the same toys. The child minder uses praise to encourage children and help them feel proud of their achievements. For example, saying how lovely the picture was the child had drawn. She uses good strategies to encourage and support children to complete routines such as singing while they are washing their hands.

The child minder knows the children well which supports her in being able to respond effectively to their needs. She has a good knowledge of child development which allows her to plan suitable activities and provide appropriate resources to support learning and development. The child minder promotes the Welsh language, using words and phrases frequently and encouraging children to respond in Welsh. She completes regular observations on the children. These are recorded and used to inform the next steps in the children's learning. She supports and provides effective resources so children can develop their independence. For example, putting jugs of water on the table so children can pour their own drinks.

Environment**Good**

The child minder understands her responsibility to provide a safe environment for children. The external doors are kept locked and any visitors are controlled and recorded. Relevant safety procedures, including gas checks are conducted when needed. She completes effective risk assessments on the areas used by the children and regular routines and outings conducted, including walking to school and the garden. These are reviewed regularly to ensure any changes needed can be made.

The child minder works alongside another child minder in their home. She helps provide a clean and inviting space for the children. The designated playroom gives children a sense of belonging as they are very familiar with the layout and some of their work is attractively displayed. All areas are decorated to create a calm atmosphere and they are all well maintained and clean. There is access to an enclosed garden space with a sensory room for when the weather is bad. The garden gives children space to play and develop a range of skills as they climb, balance, and make music using the metal tubes and wooden hammers. The environment has access to suitable facilities including nappy changing area and toilets so children's dignity is respected and those who are able can be independent.

The child minder consistently reviews the resources to ensure children are provided with exciting activities that allow them to follow their interests. She is introducing more natural materials, such as wooden toys and games. All resources are of a good quality and enhanced with real household items such as pot and pans. The child minder makes sure storage is suitable so children can be independent, and items are kept clean and well maintained. She provides multi-cultural items to support children in learning about diversity and electronic items, such as torches and drawing pads to give children a range of experiences.

Leadership and Management

Good

The child minder has an effective way of managing her service. She understands what she needs to do to meet requirements. Policies and procedures in place reflect current practice and are dated to show they are reviewed regularly. All paperwork is well organised and records such as children's registration forms are complete. The statement of purpose contains the required information and allows parents to decide if it is the right care for their child.

The child minder understands the importance of self-evaluation and how this can have a positive impact on the children. She has gathered views from parents to help her plan changes that benefit the children. For example, introducing more natural materials for free play.

The child minder has completed all the core training including safeguarding and first aid. She fully understands the need to update this training when required. The child minder works effectively alongside another registered child minder. They both understand their roles and responsibilities, so the care of the children is effective. She has an up-to-date Disclosure and Barring Service check to evidence her suitability to work with children.

The child minder has positive relationships with parents. She keeps them up to date on their child's day and progress through social media, informal discussions and sharing written information and photographs of the children's development and experiences. She helps children feel belonging within the community through visits to local places of interest and attending organised activities such as playgroups. She has good links with other child minders so her and the children have opportunities to socialise and share good practice.

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)
	No NMS Recommendations were identified at this inspection

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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