



## Inspection Report

**Janice Craig**

**Wrexham**



**Date Inspection Completed**

06/02/2024

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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           | Post registration   |
| Is this a Flying Start service?                       | Click or tap here to enter text.<br>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. |

|  |             |
|--|-------------|
| <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 happy and settled in the care of the child minder as they have formed a positive relationship. They confidently share their thoughts and ideas knowing they will be listened to. Children learn to share and be respectful to each other. They have access to a range of activities they enjoy.

The child minder is caring and responsive to the needs of the children. She keeps them safe and implements effective policies, procedures, and routines. The child minder is a good role model and interacts well with the children to support their communication and social skills. She understands child development and provides a good range of play and learning experiences to support children's learning.

The child minder provides a safe and secure environment that is well maintained and welcoming. There is a suitable amount of space for children to play and learn. The outdoors is a real positive of the environment. It is an exciting and inviting space where children can develop their curiosity, problem solving and imagination. Resources are of a good quality and suitable for the children being cared for.

The child minder manages her setting well and ensures all policies and procedures reflect current practice. She uses self-evaluation effectively to make improvements to the environment and care she provides. The child minder develops positive relationships with parents and other child minders to support her in sharing information and good practice.

## Well-being

Good

Children are secure to express themselves and their needs as they feel confident the child minder will listen and respond with interest. Children have choices and make decisions about how they spend their time and the activities they take part in. For example, children can choose to play indoors or outside. They move around the available rooms freely accessing resources and facilities.

Children are relaxed and settled in the care of the child minder. They arrive happy and separate well from their parents showing they feel content. Children know and happily follow the routines including, taking their shoes off when they arrive and washing their hands before snack. Children develop a very good relationship with the child minder and her family, helping them have a sense of belonging and enjoyment. For example, children regularly talked about activities they had done with the child minders children and asked when they would be coming home so they could play together.

Children are respectful towards others and learn to share. For example, children shared the available space when drawing on a large piece of paper. They used the resources appropriately and helped to tidy them away when asked. Children are beginning to use their manners, when asking for what they want, such as a drink, they say please and thank you.

Children focus and engage on an activity as they can follow their interests. They show enjoyment and excitement as they play and happily share their experiences with us. For example, a child enjoyed rolling the cars to us and back. Children enjoy playing indoors and outside as they have access to a range of exciting and inspiring activities.

Children have opportunities to develop a range of skills and develop their learning through play. They have chance to be active outside through climbing, balancing and having ride on toys. Children have access to facilities including toilets and handwashing so they can be independent. They confidently collected their belongings themselves and took their coats and shoes off, knowing where to put them and hang them up.

## Care and Development

Good

The child minder ensures she implements effective policies, procedures, and routines to keep children safe. She understands the correct procedure to follow should she have concerns about a child. The child minder has up to date first aid training so she can deal with any medical needs that may occur. Appropriate records are kept of any accidents and incidents, and these are shared with parents. She conducts regular fire drills with the children, so she and they know how to evacuate the premises if needed.

The child minder is aware of the importance of promoting a healthy lifestyle. She provides healthy snacks with water or milk to drink. Handwashing is completed regularly, and areas are thoroughly cleaned to help prevent the spread of germs. The child minder keeps appropriate records to show routines including the daily taking of the fridge temperature are completed. She ensures children have access to outside and takes them on walks and visits in the local area, so they have opportunities to be active and get fresh air.

The child minder is consistently responsive and listens with respect to the children. This helps them to have a sense of belonging and develop their self-esteem. For example, a child was playing with a fire engine, and they sat up when they heard a real one outside. The child minder responded well and took the child to the door so they could hear it better. The child minder is a good role model as she makes play experiences fun and promotes the children's social skills. She sits alongside them during their play, asking appropriate questions. For example, asking the child if the car they had chosen would fit down the ramp. This made the child think and they decide to choose a smaller one to use.

The child minder has a good understanding of child development. She spoke knowledgeably about the children, their needs, and interests. The child minder has an efficient system in place to track and record children's individual progress. She uses this effectively to help her plan activities and provide appropriate resources. The child minder successfully uses every opportunity to extend children's development through appropriate questioning and the activities. For example, she was trying to get a child to do more mark making. She identified the child enjoyed cars, so she attached pens to the cars. The child enjoyed driving them around making patterns on the paper.

## Environment

Good

The child minder implements positive routines and checks to ensure the environment is safe. Entrance is controlled as the front door is kept locked and visitors are recorded. The environment is well maintained, and the child minder ensure regular cleaning routines are completed to help keep areas free from germs. The child minder conducts risk assessments on all areas used by the children. She successfully identifies hazards and puts effective measures in place to ensure they are eliminated or managed well. For example, there is a lock on the gate outside to prevent children from leaving unsupervised and a safety gate at the bottom of the stairs. Risk assessments are completed on regular places visited and routines such as walking to the school and going to the local park.

The child minder has developed a child friendly environment where children feel relaxed and able to play. The large room is set up with specific areas of learning that the children can access and choose from the resources. It is well organised and suitable for the ages and stages of development of the children being cared for. The decoration and displaying of various items give a welcoming atmosphere and gives children a sense of belonging. There is suitable space for children to follow their own routines including a room where they can sleep and a designated space for meals. The outdoor area is a real strength of the setting. It is accessible from directly off the main playroom and provides an exciting space where children can develop their play, learning, curiosity and follow their interests. The different areas available give children access to a range of experiences. For example, the large loose stone area where children can use the construction toys and dig. The water play area for access to natural materials. The mud kitchen and shop where children are creative and use their imagination as they role play.

The child minder regularly reviews the resources she provides to ensure they are suitable and of interest to the children. For example, she had observed that some children enjoyed posting items and rolling them so she found resources to allow them to do this and she made some items so they could develop this skill further. All resources are stored appropriately in labelled boxes and baskets so they can be found easily and kept clean and well maintained. There is a good variety of resources including some that are multi-cultural and some natural. For example, there is a Welsh area where children can access books and other resources and water play is available outside.

## Leadership and Management

Good

The child minder manages her setting well. She ensures all paperwork is well organised and updates policies and procedures regularly, so they reflect current practice. The statement of purpose contains the required information and provides parents with what they need to decide if it is the right care for their child. The child minder gathers information on the children prior to them starting so she is fully informed.

The child minder has only just been operating for 12 months so has yet to complete her annual quality of care report. This has not stopped her from gaining the views of parents and children. She has reviewed the environment and care provided and made changes that have a positive impact on the children. For example, she has implemented some of the guidance around the new curriculum to help support children's learning. She has developed the outdoor area to make it a stimulating place for children and she has further plans to develop another area for children to be able to use their ride on toys without it impacting on other children's play.

The child minder makes sure her core training is up to date. This includes, first aid, safeguarding and food hygiene, so she is aware of current good practice and guidance. She and any members of the household over the age of 16 have up to date enhanced Disclosure and Barring Service Checks (DBS).

The child minder creates positive relationships with parents. She keeps them fully informed through online apps, sending messages and pictures throughout the day to share the child's experiences. She ensures she has time to talk to parents when they drop off and collect their child so information can be shared. The child minder has good connections with other child minders in the area. This gives her and the children opportunities to socialise and allows good practice to be shared. She regularly uses the local area to enhance children's experiences and give them a sense of belonging in the community. This includes visiting soft play centres, children's groups, and the local parks.



### 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 |
|-----|--|-----|

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  |
|------------------|--|
| <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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