



## Inspection Report

**Lisa Jones**

**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	17 July 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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. They enjoy attending and being in the care of the child minder. Children interact well and cooperatively play alongside others. They enjoy the activities and opportunities available and can follow their interests. Children learn a range of skills through their play and routines.

The child minder has a good knowledge and follows appropriate policies and procedures to ensure children are safe. She is effective in promoting a healthy lifestyle and managing behaviour. The child minder has a warm and friendly manner and treats the children with care and respect. She has a good understanding of child development and provides appropriate activities and resources.

The child minder ensures there is enough space for children to play, learn and complete routines. It is a safe and secure space for children. 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. Policies and procedures are embedded in practice and all required paperwork is completed. She regularly reviews the care and her setting so improvements can be made. The child minder ensures her training is kept up to date. She has positive relationships with parents and links with the local community which benefit her and the children.

## Well-being

Good

Children have a voice and communicate their needs and ideas effectively as they know they will be responded to well. They express themselves using verbal and nonverbal cues. For example, when pointing to a picture a child had completed for Easter to show they wanted to do one. Children happily choose where and what they want to play with as they freely move around the environment. They know their needs will be met including being able to sleep when they are tired and having choices at snack time.

Children arrive at the setting happy and content to be in the child minders care. They feel valued as their ideas are considered and interests known. Children feel safe as they are familiar with the environment and have developed a positive relationship with the child minder. Children happily approached her for cuddles and support when needed. Children form friendships with other children and enjoy being in their company helping them feel happy.

Children interact well and learn to cooperate and share with appropriate support from the child minder. They are beginning to understand the needs of others as they involve them in their play and the routines. For example, a child shouted for another child when it is time for snack and shared the brushes when helping to sweep the floor. Children respect the resources and others. They share the space as they play alongside each other and help to tidy up when asked to do so.

Children show enjoyment as they have choices that allow them to follow their interests and learn through their play. There is lots of laughter and smiles as they play together, alone or alongside the child minder. Children actively engage in play experiences that have been made available as well as self-initiated play. For example, they enjoyed splashing in the rainwater outside and pouring it from one container to another.

Children have a range of good experiences that support them to develop a range of skills. They can develop their independence through the availability of resources, having access to their belongings and the routines in place. For example, children were confident to try and put their coats and shoes on themselves when they wanted to go outside, knowing support would be there if needed.

## Care and Development

Good

The child minder understands her responsibility to keep children safe. She understands the correct procedure to follow should she have concerns about a child. The child minder ensures she follows effective safety routines including regular practice of fire drills, so she and the children know the routine to follow in an emergency. She has up to date first aid training so she can deal with accidents correctly if needed.

The child minder is effective in promoting a healthy lifestyle. She provides a range of healthy and nutritious snacks and meals for the children. For example, pasta with tomato sauce followed by yoghurt for their lunch. The child minder ensures children have regular access to outside and go on walks and visits in the local area so they have opportunities to be active and get fresh air.

The child minder is a good role model and communicates with the children in a warm, friendly and kind manner. She encourages children to communicate and socialise as she sits alongside them and talks with them about activities and things that interest them. For example, she sat with the children to do some colouring, talking about the colours they were using and the picture. The child minder uses positive strategies and praise to promote positive behaviour. She celebrates children's achievements, helping them to feel proud and develop their self-esteem. She uses appropriate language and distraction to diffuse any possible unwanted behaviour including providing support to encourage children to share.

The child minder gets to know the children well and fully understands their needs. This ensures she is able to provide appropriate care and support to meet each child's individual needs. The child minder provides a good range of age-appropriate resources and activities that help to inspire children to play and learn. She effectively extends their play and learning through enhancing the areas of learning or providing extra resources. For example, a child was really enjoying water play outside but it started to rain so they had to go inside. The child minder set up a water play activity indoors so the child could continue to play. The child minder uses observations effectively to support her in understanding the children's interests so she can provide suitable activities for them. She supports children in developing their independence through the routines and resources she provides. For example, she puts jugs of water on the table at snack time so children can pour their own drinks.

**Environment****Good**

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

The child minder works alongside another child minder in her home. She provides 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 provides exciting and interesting activities that are regularly reviewed to ensure they allow children to follow their interests. More natural materials are being made available for the children to freely choose from including, sand and water. 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 manages her setting well. 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 produces an annual quality of care report that evidences she has reviewed what has gone well and possible areas for improvement. She has gathered views from parents to help her plan changes that benefit the children. For example, developing a sensory room.

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 photographs of the children's experiences. She helps children develop a sense of 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
<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)
	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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