



Inspection Report

Esther Koppenjan

Brecon



Date Inspection Completed

04/04/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] September 2016
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children thoroughly enjoy their time at this setting. They feel very secure, happy, and comfortable. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the excellent selection available. They have very positive and affectionate bonds of attachment with the child minder and each other.

The setting has a comprehensive range of policies in place, which promote the children's well-being. The child minder provides a nurturing and caring atmosphere and consistently meets children's needs successfully. She offers an excellent range of free play opportunities and engaging planned activities for children to access independently or with support.

The child minder ensures the environment is safe, clean, and well maintained. The premises are welcoming, homely and well organised. Detailed risk assessments and safety checks are in place. The child minder provides a wide and extensive range of engaging resources, which extend children's play and further their development.

The service is managed exceptionally well. The child minder has a beneficial range of policies and procedures which are shared with parents. Communication with parents is very effective. Links with the community are good.

Children are exceptionally happy, settled and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves through verbal and non-verbal communication. They are confident communicators, chatting constantly to the child minder. As a result, their wants, moods and needs are highly valued. They have opportunities to make choices and decisions. For example, they play freely and are also asked what they would like to do, and will respond confidently, "I want to do the lock puzzle please!"

Children feel safe, happy, and valued. They are settled, relaxed, and clearly have a strong sense of belonging. They feel very much at home and know the routine well. For example, before lunch, they follow the childminder into the bathroom to wash their hands before sitting at the table without being prompted. They form strong relationships with each other, learning to share favourite toys and enjoy singing together. They are clearly cared for by a nurturing child minder who knows them very well. There are obvious bonds of affection and attachment. Children frequently approach the child minder for cuddles. Children go to sleep with ease, singing or chatting as they lie down before they finally doze off. This shows the children are comfortable and relaxed in the child minder's care.

Interactions between children and the child minder are consistently positive and often delightful. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect and their views are considered. Children interact successfully, co-operating and learning to share with each other. For example, when both children wanted the same toy, they agreed to take turns and quickly carried on with their play happily.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. For example, children showed enjoyment and curiosity with the play dough and shape cutters. One child says, "we can make a flower!" and excitedly makes a flower shape. Children have freedom to safely explore their indoor and outside environment. They freely choose toys from the resources available which are on their level. For example, one child chose to play with construction blocks making a tall creation whilst others role played with a doll and pram or crawled along the floor pretending to be a dog. They can also choose to relax and have quiet times.

Children are well supported to develop their independence and given ample opportunities to do so. They are actively encouraged to choose toys and activities which interest them. They confidently explore the indoor environment and are encouraged to participate in the decision-making process with regards to mealtimes and nappy changing times. Children are competent in their use of cutlery and independently feed themselves. Children change out of their clothes independently and are praised for doing so.

Care and Development

Excellent

The child minder has purposeful and thorough policies in place, which promote the children's safety and well-being. Her safeguarding training is up to date, and she has robust procedures in place to safeguard children. The child minder promotes children's health successfully and she prioritises children's wellbeing and safety. The child minder has clear procedures in place when taking children out in the car or collecting from school, which ensures their safety is paramount. She holds a current first aid certificate. There are good systems in place to record accidents/incidents and medication. Effective and robust hygiene practices are followed. Handwashing and sanitising are carried out regularly and the children are supported in this practice too. Nappy changing procedures are appropriately followed.

Behaviour management is a real strength of the childminder. She praises children for their good behaviour and consistently encourages positive interactions. She makes up fun games to encourage children to eat their food, which they respond to excitedly. We saw the child minder encourage children to share appropriately with each other, calmly reminding children to take turns. The child minder engages successfully with children, whilst promoting their learning and self-esteem. For example, whilst engaging in a drawing activity, we heard her encourage the children and praise their efforts. She models the language associated with good manners and acts as a good role model at all times.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development and emotional needs. She knows the children and their families exceptionally well and has a good understanding of each child's individual requirements and routine. The child minder strives to understand and communicate with the children in her care. Her interactions with the children are positive, demonstrating warmth and kindness. She looks upon the children as an extension of her own family unit. The child minder supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, the children in the morning had used the bale pod area with the farm animals. This led on to a discussions of what animals they had played with and which ones they liked the most. The child minder plays alongside children which results in children playing and developing their imagination for sustained periods of time. Planning is thematic and the childminder tracks the children's progress.

Environment**Excellent**

The child minder ensures that the environment is safe, clean, and well maintained. The child minder keeps the front entrance door locked and keeps a record of the visitors to the premises. She practises fire drills at suitable intervals and completes safety tests on smoke detectors. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes thorough risk assessments for the environment and outings. The risk assessments include how groups of children are moved safely from the house to the car and when collecting from school.

The premises is welcoming, well organised, and accessible to all. Children benefit from a dedicated play area which is homely, bright, and engaging. Low-level furniture and accessible storage containing toys and natural resources promote children's independence and curiosity. The large, enclosed garden has been developed. It includes an exceptionally well-resourced play area with an array of play equipment to develop and nurture physical development. There is also a sheltered all weather area, patio and grass section. Children are able to have free flow access from the playroom, allowing freedom of choice where they play. The child minder also makes good use of local amenities such as the large green to the front of the house, local park, toddler groups and soft play centres. The child minder provides quiet areas for children to rest and sleep when they need to.

Indoors, the child minder ensures the children have access to an extensive range of toys and play equipment that suit their individual needs. The child minder regularly refreshes and renews the resources in line with her thematic planning. Children's recent work is attractively displayed. Toys and resources are stored appropriately, and the layout and design of the play environment promotes children's independence. For instance, children can access toys and resources themselves. The child minder ensures the play environment is homely and nurturing and provides interesting activities and play equipment. Diversity is encouraged through varied resources and exploring celebrations from differing cultures.

Leadership and Management

Good

The child minder runs her service extremely well and exceeds the National Minimum Standards (NMS). She is very organised and keeps all the required records. A statement of purpose is in place which provide those who use the setting with an accurate reflection of the service provided. The child minder has a range of beneficial, easy to read, policies in place which she shares with parents. The child minder is suitably qualified and has a clear vision for her service. She has a strong culture of continuous personal development and has completed numerous training courses since the previous inspection. They include a focus on the Curriculum for Wales, working with speech therapists and health visitors to ensure that children are given the best opportunities to learn and develop at the service.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements to the service. The report looks at what works well at the setting and clearly targets areas for improvement and takes into account and acts upon recommendations from parents and carers. For example, fish Friday is now rotated on the children's menu as per a parent suggestion menu The child minder is organised and has a good awareness of her management responsibilities. She employs five assistants, and the child minder manages her service very well and maintains good records in relation to their qualifications and training. Robust recruitment procedures are in place Staff files are maintained on all assistants and one to one meetings, supervisions and annual appraisals are completed. The child minder promotes positive partnerships with parents and other professional childminders. She keeps parents up to date regularly through verbal, private messages, and social media posts and use of Tapestry application. The childminder makes good use of her local community and environment engaging in interesting and stimulating trips which will benefit the children's development and learning. For example, using vegetable plot, local park and rural walks. People who use the service speak very highly of the care their children receive. The child minder has developed strong partnerships with the parents and has some connections within the community, local school and local authority, health visitors and other specialists such as speech therapist and "Sing and Sign" practitioners. This helps her to provide good care.

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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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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