



## Inspection Report

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**Pontypool**



**Date Inspection Completed**

14/11/2023

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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	[Manual Insert]
Is this a Flying Start service?	[Manual Insert] 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>	<b>Excellent</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Excellent</b>
<u>Leadership and Management</u>	<b>Good</b>

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

### **Summary**

Children thoroughly enjoy their time at the child minder's home. They are very good communicators and curious learners, consistently making excellent choices about what they do and how they spend their time at the setting. Children engage in purposeful play-based activities and are confident the child minder will listen to them.

The child minder has a good understanding of her role to keep children safe and healthy. She offers a homely environment, and her interactions are warm and friendly. The child minder organises suitable activities and opportunities to help develop children's learning, play and physical skills, with good opportunities to play outside.

The environment is spacious, clean and secure. The play areas are welcoming and friendly and provides a rich environment for play and learning. There are excellent resources and equipment which meet the needs of the children. The child minder identifies any unnecessary risks to children and eliminates them as much as possible.

The child minder is dedicated and hard-working. Her vision and sense of purpose sustains improvements and promotes good outcomes for children. The child minder maintains the required records and has good organisational skills. She complies with regulations and exceeds the national minimum standards. She has very good partnerships with parents who speak very highly of her.

**Well-being****Excellent**

Children are excellent communicators and have a very strong voice. They are confident making their own choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon and they successfully help themselves to resources from other areas of the room to use in their play. For example, one child took the toy food they had cooked and offered it gently to the younger child. The younger child smiled and watched the older one pretend to make some food and mimicked back an offer of play foods to the older child. This shows children learn to be considerate to others and copy good behaviour. Children express themselves confidently and know they will be listened to. For example, they choose what toys to play with and said when they were ready for snack time. Younger children learning to talk, are encouraged to speak or they indicate(?) to show the child minder what they want to do.

Children are relaxed and settled at the setting; knowing the child minder respects their feelings and concerns. All the children receive lots of attention and praise. Children clearly have a strong sense of belonging and are forming strong relationships. They are very familiar with the routines and the environment. They know where to find the resources and confidently help themselves. For example, the older children carefully pull out drawers and boxes to find the building bricks they need to make towers.

Children's behaviour is exemplary and the interactions between them are extremely positive. They are forming authentic relationships; thinking about each other and doing things for themselves and their friends. For example, one child followed the childminder to the kitchen area because they were hungry for a snack. They took two biscuits from the jar and the child minder said, "*Why don't you have one first then see if you are still hungry?*" the older child said "One is for me" the child minder replied "*That is very thoughtful well done for thinking about someone else as well*". Children have an excellent range of opportunities to engage in self-directed play as well as directed activities. For example, children were engrossed in construction play for a sustained period. They enjoyed spending time talking to the child minder about what they were doing. Younger children are beginning to say initial words and are forming clear sounds. This is very well supported by the child minder who allows lots of time so that children can feel comfortable in using speech.

Children are very curious learners and are extremely motivated and engaged in their play and learning. For example, we saw an adult led activity where the child minder pointed to a colour patch displayed on the wall, the child called out the correct colours. The child knew their colours very well including primary and secondary colours. As a result, children make excellent progress and are confident to try different activities and experiences.

**Care and Development****Good**

The child minder has a good understanding of safeguarding procedures and implements her policies effectively. She records children's attendance consistently. Her first aid and safeguarding training are up to date. The child minder ensures children are given healthy food, and water is readily available. The child minder completes accident and incident records accurately, and these are signed by the parents/carers. The child minder conducts fire drills on a regular basis her records show that she regularly comments about how the evacuation was successful or what could be improved. The child minder encourages children to wash their hands at regular and appropriate intervals. This helps them develop their personal hygiene practice successfully. We heard a child starting to sing a handwashing song "*This is the way we wash our hands...*" The child minder joined in with the song. The procedures for changing nappies are in line with current infection control guidance.

The child minder knows the children well and responds to their needs immediately. There is a wonderful relationship between them, and she praises the children consistently for their efforts, celebrating their achievements enthusiastically. She all the children greets with smiles and a gentle voice. She praises children positively for their efforts and achievements. For example, she praised children for using lovely manners and for sharing snacks with their friends.

The child minder responds to the children's individual needs sensitively. She ensures an inclusive environment and manages interactions well. The child minder organises suitable learning and play experiences for the children and supports them in a positive manner. She ensures children are given good opportunities to improve their awareness of their local community. For example, photographs showed children enjoying their time attending a local playgroup, going for a walk, and collocating older children from school. Currently the child minder does not have children full time to establish observations and assessments for younger children. Younger children attend on a very part time basis.

**Environment****Excellent**

The child minder has good procedures to keep the environment safe for children. Her home is safe, secure and extremely well maintained indoors and outdoors. The child minder keeps a record of visitors to the property and has effective risk assessments in all areas used for child minding. She regularly carries out safety checks and effectively organises consistent cleaning routines that reflect excellent infection control practices.

The child minder provides a very stimulating, spacious, and accessible area for children to enjoy their play by ensuring the premises are warm and welcoming. There are lots of pictures of the children on the walls as well as displays of their artwork. The children have a strong sense of belonging and feel valued in the child minder's home. The child minder ensures children have the freedom to safely explore the indoor and outdoor environment when they choose. Free flow access from the inside to the outside play area is accessible throughout the day; allowing children to move freely between the two environments and choose for themselves where they want to play. The outdoor area provides extensive play opportunities using different areas of the garden. There is a patio area where children can enjoy the ride on toys, as well as lawned areas where children are supported to play, run around, and burn their energies.

The child minder provides an extensive range of good quality resources and equipment. Children have a dedicated playroom, and they also access the open plan kitchen/diner which leads to the secured garden area. Children have a wide range of play opportunities including role play, craft and sensory experiences that are age and stage appropriate. There are child sized tables and chairs as well as larger comfortable sofas and furniture which provide a space for older children to rest on and sit at for their activities and mealtimes. There is a diverse selection of resources which include colouring, painting, messy play activities, vehicles, small world resources, games, jigsaws, and books. Resources are plentiful and in excellent condition. The child minder is knowledgeable about managing risks and supporting the children to make their own choices. The family dog is very well mannered and gentle around the children, the dog is crate trained. This helps the child minder to manage the family pet when children are eating the dining area or playing the garden.

## Leadership and Management

Good

The child minder has a strong vision that she communicates effectively creating a positive ethos where all children feel valued and important. The child minder has a statement of purpose that includes the required information to help parents and carers make informed choices about the care provided. Policies and procedures are in place and reviewed regularly. However, on viewing some of the policies such as lost child and uncollected child policies they omitted the correct CIW contact number, The self-assessment of service statement has been provided to Care Inspectorate Wales (CIW). The child minder informs CIW of any changes to the setting in a timely manner.

The child minder has written a report reviewing the quality of care identifying what works well and any aspects she feels require improvement. She has gathered comments from parents and children to enable her to evaluate the setting fully.

The child minder ensures she and the individuals who live at the premises have a current Disclosure and Barring Service (DBS) certificate. She ensures all her mandatory training is up to date. The child minder has collected all the necessary information within the children's individual records to make sure she can meet their individual needs.

The child minder has worked on developing communication with all parents and carers and uses verbal, electronic and written methods to communicate with parents informing them about their child's progress daily. The child minder ensures children are given good experiences out in the community to improve their social skills. Information gathered by the child minder informs us that parents are very happy and satisfied with the care provided. The parents find the child minder to be supportive and flexible in offering her care.



### 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

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)
Ensure that policies such as lost and uncollected child includes contact details for CIW.
Label storage to help children to self select activities, toys and resources independently.

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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