



Inspection Report

Nicola Keay-John

Haverfordwest



Date Inspection Completed

11/08/2022

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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	8 February 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promote the use of the Welsh language and culture.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<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 extremely confident and relaxed in the care of this child minder because they know that their views are highly valued and their needs are met exceptionally well. They have excellent opportunities to lead their own play which leads to a high level of engagement and enjoyment.

The child minder provides nurturing, high-quality care which is based on a sound knowledge of child development and informed understanding of the children's individual needs. She is motivated and committed to providing excellent opportunities for children to develop their skills.

The child minder provides a rich environment for children's learning, particularly in the outdoor area which has undergone a number of improvements since the last Care Inspectorate Wales (CIW) inspection. She provides a good range of resources which inspire children, and she successfully monitors the safety of the environment and resources.

The child minder effectively manages her setting and ensures that she meets regulations and national minimum standards. She is committed to ongoing improvement of the service and ensures that parents are fully informed about their children's care and development.

Children are extremely happy, engaged and relaxed in this childminder's care. They clearly have a strong sense of belonging and form strong relationships. For example, children involve the child minder in their play and a baby reaches out for a member of the child minder's family. During our visit, a child asked another child, "*shall we dance?*" and danced and sang with the child. The child minder and baby joined in, and they all had a hug at the end, on the child's suggestion.

Children have excellent opportunities to initiate their own play and to influence their tasks and activities because the focus is on child-led activities. Children suggest play activities and the child minder facilitates and supports them in these to extend their learning. For example, a child asked, "*Can we do that white sticky thing?*" and the child minder supported them to make gloop with cornflour. This led to excellent learning opportunities for the children to develop their language, creative skills, fine motor skills and knowledge and understanding of the world. A child told us, "*It's very soft now but when we put water in it, it's going to be very sticky.*" Children are extremely engaged in their chosen play activities for extended periods. For example, when playing with the gloop, which developed into adding colour and pouring activities and when playing 'doctors', which developed into applying bandages, drawing x-rays and listening to each other's hearts.

Interactions between children and adults are consistently stimulating and children feel inspired and motivated. When a child was playing with wheeled toys outside, they asked the child minder for a 'tow hitch'. The child minder was able to interpret what they wanted, offered string and helped to tie a car to the child's bike to enable the child to tow the car. The child had the opportunity to tell her what they wanted to do and where they wanted to put the string. Children are extremely confident communicators as their wants, moods and needs are fully considered. For example, a child said that they did not want banana and when the child minder reminded them they had it before, the child said, "*I've gone off it now*" and was able to have a satsuma instead.

Children display clear empathy and are very sensitive to the needs of others. For example, a child helped another child by picking up the towed car when it fell over, saying, "*there you go, alright?*" Another child got a baby's drink when they went to fetch something else and gently offered it to the baby, under the child minder's supervision. Children also show kindness and sensitivity in their play. For example, a child playing 'doctors' gave an 'injection' saying, "*I promise it won't hurt.*" Children also show care and consideration for animals. For example, a child wanted to let the child minder's dog out into the garden to play as they thought he was unhappy inside and wanted to play bubbles. The child then blew bubbles for the dog to burst, under the child minder's supervision. The child also reminded the child minder that the dog would need his tablets.

The child minder consistently applies excellent practice to ensure children stay safe and healthy. She ensures very regular application of sun cream for children in hot weather, reminds children very regularly to drink water and ensures that children are well shaded from the sun. This enables the children to play for extended periods, safely, in the outdoors. The child minder is also very pro-active in ensuring that children wash their hands regularly and ensuring that she washes her own hands regularly. She has clear procedures in place to ensure that children can interact with the dog safely, ensuring that they are never left alone with him and ensuring that he is in another room when they eat. The child minder follows safe procedures to change nappies.

Safeguarding is prioritised and the child minder has a thorough understanding of her responsibilities to protect children. The child minder makes it clear to parents when they start at the service that she has a responsibility to report any concerns to social services. She has the latest Wales Safeguarding Procedures app available and has multiple copies of relevant contact details for easy reference at her home. She also encourages parents to raise any concerns with her and provides CIW contact details in daily diaries should they wish to contact us. She maintains accurate records of accidents, pre-existing injuries and administration of medication.

The child minder is consistently responsive; she genuinely listens and respects children's views. She is an excellent role model, demonstrating warmth and kindness in all her interactions with children and reminding them to treat each other kindly and gently.

The child minder is committed to providing an excellent range of play and learning activities. Children lead their play, and the child minder extends their learning by making suggestions and by using open questioning regularly. For example, when children were playing 'doctors' and a child showed the child minder an 'x-ray' of her broken arm, the child minder said, "*What am I going to do?*" She also asked a child when a car fell over, "*How will we fix it?*" The child minder introduces some incidental Welsh to the children, such as vocabulary for colours.

The child minder is fully aware of children's individual development. She focuses extremely well on extending children's skills in their play and consistently reviews their progress. Although the child minder has basic planning in place, she has a very clear ethos for following the children's lead, which is very evident and extremely successful in practice. She plans the environment and resources to enable the children to extend their learning very effectively. The child minder evaluates the development records she uses and is a very experienced and knowledgeable child minder. She keeps parents fully informed about their children's experiences and development, using daily diaries and private messages. The child minder ensures that she keeps up to date with necessary training but also researches and attends additional relevant training.

The child minder ensures that the environment is safe, secure, and well maintained, indoors and outdoors. She ensures that the front door is kept locked, and the outdoor area is enclosed and secure. She conducts appropriate risk assessments for the environment and for outings and she reviews these regularly. She ensures that she organises and carries out safety checks as required, such as an annual service of the heating system and regular checking of the smoke alarms in her home.

The child minder ensures that the outdoor play space is used as often as possible and is an extension to the indoor learning environment. It is an excellent, rich, learning environment for children. The child minder has designed the space to offer varied opportunities for children to explore and play, including a kitchen where they enjoy exploring with sand, mats where babies can play safely, trays at different levels for children to explore different materials, a tepee, and a large cabin, well-resourced for children's play. The child minder provides sufficient indoor play space to meet the children's needs. On the day of our visit, they played in one room and in the outdoors. The child minder told us that they also use another room at times, particularly when children want to rest or play games that may not be suitable for younger children. The child minder provides suitable toilet and hand washing facilities for children and ensures that children can sleep undisturbed.

The child minder is continually evaluating and developing the environment and resources to provide exciting learning opportunities for the children, whilst also ensuring they remain safe. For example, she has arranged for a new patio to be laid and for a garden cabin to be installed, to improve the outdoor area. She has identified targets to further improve this area too, such as exploring the possibilities of adding toilet facilities with advice from an Environmental Health Officer regarding hygiene matters.

The child minder successfully extends children's knowledge and development by offering an extensive range of resources which challenge and consistently stimulate their curiosity and interest. For example, she provides a range of 'loose-parts' such as bracelets, curtain rings and egg cups to explore as well as a range of sensory materials, such as sand, gloop and water. Children can access what they need to extend their play, mostly independently, because the resources are visible and stored at an appropriate level. The child minder provides some resources which promote equality and diversity and she also makes good use of the local library. There is suitable equipment available such as a highchair, pushchairs and car seats. All equipment that we saw was clean and well-maintained.

Leadership and Management

Good

The child minder has a very strong ethos of providing high-quality home care which ensures that the voice of the child and parents is heard. This is evident in her policies and practice. The statement of purpose provides a detailed and accurate picture of the care she provides, and she supplements this with a wide range of policies, which are shared with parents. The policies sampled at the visit contained mostly appropriate information and the child minder reviews these regularly. She updated the complaints and safeguarding policies following our visit and these now meet regulations and national minimum standards.

There are effective systems in place to manage the setting. The child minder is very clear about her duties regarding data protection and implements detailed procedures regarding this. She ensures that she updates insurance and Disclosure and Barring Service (DBS) checks in a timely manner. She effectively maintains records such as records of attendance, children's information, administration of medication and accidents, and she ensures that she operates within the conditions of her registration.

There is a good system in place for the review of the quality of care. The child minder seeks the views of children and parents as part of this review, and she is committed to ongoing improvement. The targets set at the time of our visit were mostly in relation to the environment. The child minder has acted on all the relevant recommendations of the previous CIW report. She also took prompt and considered action following discussion and recommendations made at this inspection visit, such as seeking advice from an environmental health officer and reviewing relevant policies.

The child minder has developed very good partnerships with parents who are extremely happy with the care that she provides. She communicates with parents daily, via detailed diaries for the youngest children and by regular sharing of photographs in private messages. She also keeps parents well-informed about any changes to the service she provides. The child minder is an active member of a local child-minding group. She communicates with local authority early years advisors to ensure she has up-to-date information and continuously develops her child minding practice.

Recommendations to meet with the National Minimum Standards

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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