



## Inspection Report

**Donna Brown**

**Cowbridge**



**Date Inspection Completed**

13/07/2022

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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	2 November 2016
Is this a Flying Start service?	No.
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their 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 feel very secure, happy, and comfortable at this setting. They play freely and express themselves extremely well. They have a strong sense of belonging and are developing positive relationships. Children have good choices and make decisions about what they want to do.

The setting has a range of policies in place, which promote the children's well-being. There is a caring atmosphere and the child minder meets children's needs successfully. A range of activities are available both indoors and outdoors, for children to access independently or with support from the child minder.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises are welcoming, stimulating, and accessible to all. Suitable risk assessments and safety checks are in place. The childminder provides a range of engaging resources, which extend children's knowledge and development.

The service is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. Links with the community are strong. We have noted three recommendations at the end of the report.

## Well-being

## Good

Children are happy, settled and thoroughly enjoy their time at this setting. Children have a strong voice and express themselves well. They chat away to the childminder about things that interest them, stories they have read and the routine of the day. They play freely and make choices about the toys and activities they play with from the selection available. They frequently ask questions and initiate conversation to which they receive appropriate responses. For example, one child initiated a conversation about pirates using telescopes and the questions were carefully considered and responded to by the child minder.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. Children know the routine well. For example, children take their shoes off before coming indoors and make their way to the kitchen table when it is lunchtime. They form strong relationships with each other, learning to share favourite toys. They are clearly cared for by a child minder who knows them very well. There are obvious bonds of affection and attachment. Children snuggle in for a story and are comforted when they become unsettled due to the heat of the day.

Children interact successfully, co-operating and learning to share with each other. During a painting activity, children engage, smile and sing while they work. They interact with each other and the child minder, proudly saying to her, *"Look what I made!"*

Children are enthusiastic and interested in their play and learning, they confidently choose activities that interest them. Children purposefully play with an assortment of interesting resources. They sustain their play for an age-appropriate length of time. They are included in decision-making and have opportunities to take part in planned and free play activities. Free flow play is actively promoted both indoors and out. Children skilfully use equipment and resources. We saw children competently handle books and experiment with a 'pirate's telescope'.

Children are developing their independence very well, enabling them to do things for themselves. We saw children putting their own shoes on and one child proudly showing us how they have just learnt to put their socks on. Children confidently access toys and resources from low-level storage. They access their own drinks throughout the morning and feed themselves at lunchtime. Some children use the bathroom independently and are becoming competent at washing their own hands.

## Care and Development

Good

The child minder has purposeful policies in place, which promote the children's safety and well-being. She considers the risks associated with trips and outings; however, these are not completed as written risk assessments. She has procedures to safeguard children and appropriately and confidently responds to child protection scenarios. The child minder promotes children's health successfully. She prioritises children's wellbeing and safety. During our visit she frequently checked the children had enough to drink and were wearing appropriate clothing for the hot weather conditions. She holds current first aid and food hygiene certificates. There are good systems in place to record accident/incident and medication administration. Effective hygiene practices are in place, with regular cleaning routines. For example, the child minder supports children when washing their hands prior to lunch time. Nappy changing procedures are appropriately followed.

The child minder has an effective behaviour management policy in place. She follows the policy, 'house rules' and uses a range of positive management strategies competently. Behaviour management is a real strength of the childminder. She praises children for their good behaviour and encourages good manners. For example, we heard the child minder say, "Good boy" and "Well done, that was good sharing" throughout our visit. 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 an art activity, we heard her say, "That's beautiful" and "I love that, that is fantastic."

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. She confidently varies the language she uses in discussion with each child, carefully considering their age and stage of development. The childminder engages in play with the children but is also mindful of letting the children have their own space when they are engaged with their own tasks. She watches a child that is engrossed in his sand play delighting in his engagement commenting that, "It's lovely to stand and listen to him chat, he is using his imagination." This is a real strength of the childminder. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, when painting she encourages the children to use toy cars to make tracks in the paint. Extending the activity further she points out how the colours have mixed and made new colours. The child minder uses little Welsh to further extend learning, and this will be a recommendation.

## Environment

Good

The child minder ensures that the environment is safe, clean, and well maintained indoors and outdoors. The child minder keeps the front entrance door locked and keeps a record of the visitors to the premises. The outdoor area is safe and the perimeter is secure. 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. For example, she watched and provided guidance for children using the garden steps. She completes thorough risk assessments for the environment and takes action when repairs are needed. The kitchen sink cupboard was secured with a makeshift device, but this has been quickly remedied by the childminder during the course of this inspection.

The premises is welcoming, well organised, and accessible to all. Children benefit from a dedicated playroom which is homely, bright, and engaging. Within the main playroom, there are low-level furniture and accessible storage containing toys and resources with floor space to play. Children can flow freely between outside and inside activities and can easily access a downstairs bathroom which is clean, well maintained and child friendly. The childminder uses the outdoor play space frequently. The space is well maintained and accessed easily allowing free flow play. The childminder provides a wide range of engaging and sometimes innovative resources outside, which extend children's knowledge and development. The resources include a mud kitchen with a variety of stainless-steel utensils, a homemade balance beam, sand tray, and water play resources, which stimulate curiosity and interest.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the playroom and general environment promotes children's independence. The child minder regularly refreshes and renews the resources in line with her thematic planning. For example, the current theme is 'Pirates' and we saw carefully considered resources organised and accessed by the children. She makes sure that the children have access to a wide range of equipment that suit their age and stage of development. Diversity is encouraged through posters, resources and learning about festivals from different cultures, for example Diwali and Chinese New Year. Engaging and interesting age-appropriate resources are available for older children who access the provision after school.

## Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required records. The child minder has up to date car documents and certificates such as public liability insurance and is registered with the Information Commissioners Office (ICO). A statement of purpose is in place which has been updated promptly following our visit to 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. The child minder is suitably qualified and has a clear vision for her service. She has a strong culture of continuous personal development; this is particularly evident when considering her training record.

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 confirms that parents and children are happy. The child minder reflects on her provision and focuses on wellbeing. However, other areas of the service, such as environment, are not considered within the report.

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. She produces a quarterly newsletter for people who use the setting which is informative and engaging. She is flexible and provides support to parents who require additional support and reassurance. She regularly discusses the children's development with parents for example and will identify areas to further develop. 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 the local library, parks and rock pooling.

People who use the service have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, "*The childminder provides fun and stimulating activities. Excursions are facilitated as much as possible,*" and "*She is a brilliant childminder, my child is always very happy to go to her.*"



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure that there is evidence that all planned activities have been risk assessed beforehand.

R2. Further develop the use of Welsh within the setting.

R3. Develop the quality-of-care report to reflect all aspects of the setting.

### 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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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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