



Inspection Report

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Newport



Date Inspection Completed

08/11/2022

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	04/01/2017
Is this a Flying Start service?	
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 promoting the use of the Welsh language and culture.

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

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

Summary

Children settle well and enjoy themselves. They receive a variety of play opportunities and interesting and enriching outdoor experiences. Children make choices about how to spend their time at the setting. They interact well with their friends and form close relationships with the childminder and her assistants.

The childminder and assistants have a good understanding of how to keep children safe and healthy. They are friendly, and provide safe, nurturing care. The childminder plans a variety of activities, which promote children's curiosity, play and learning. She keeps effective records of children's progress.

The environment is clean, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

The childminder and her assistants are motivated and dedicated to delivering high quality childcare. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being

Good

Children have good opportunities to make choices. They can choose freely to play inside or out and choose from a good range of resources, toys, and activities. Children can choose to engage in structured activities or play freely following their own interests. For example, in the playroom we saw some children happily playing with an adult leading an activity using blocks, others listening to a story and some children happily absorbed playing alone.

Children are confident communicators as their wants, moods and needs are considered, for example, some children confidently asked to go outside. Another child stood at the window quietly looking at the other children playing was asked if they would like to join them outside and was able to say they would.

Children are happy and settled and enjoy attending. They cope well with separation because of the consistent care they are offered and their strong bonds with the adults who care for them. Children have a sense of belonging, forming relationships and are familiar with routines. For example, we saw children were relaxed and content coming indoors to have their dinner, moving easily to where they would sit. We saw children show good bonds of affection for the adults who care for them. For example, we saw children come to adults easily for attention, cuddles, and reassurance when they wanted them.

Interactions between children and adults are consistently good and children are actively interested and engaged. Children show respect for property and each other. We saw children co-operating together happily in play. For example, when using the water chutes outside we saw children act as a team with some pouring water at the top whilst others collected it at the bottom.

Children delight in their play. They are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw one child completely absorbed in his play building tracks for trains and then placing engines and carriages on it. Children play happily together or alongside each other.

Children have opportunities to take part in a wide range of activities. They experience interesting, and developmentally appropriate opportunities that promote their all-round development build their confidence and resilience. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For example, we saw children feeding themselves and washing their hands independently.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe. The child minder and her assistants have a good understanding of safeguarding issues and work in line with the setting's safeguarding policy. Healthy eating with home-cooked food is important at the setting and we saw children enjoy a healthy lunch of toasted ham and cheese bagels and fresh fruit. The childminder gives priority to ensuring children have access to plenty of daily outdoor play experiences, offering children the benefits of physical exercise and fresh air. Information relating to children's allergies and medical conditions is shared and accessible to everyone who works at the setting. Good, detailed accident records are kept, and this information is shared with parents, however the records are not regularly reviewed to look for patterns and trends. Pre-existing injuries that children have on arrival and their reasons are not formally recorded or reviewed. When fire drills are carried out, they are well executed and logged with lessons learned. However, the fire drills had not been carried out since February.

The childminder and assistants interact with children in a kind, patient, and caring way. They chat naturally with children to support their play and learning. The childminder has a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy focuses on the use of positive strategies and staff work in line with the policy. Staff always act as excellent role models.

The childminder and assistants support children's learning and development effectively. A good variety of activities and many opportunities for free play allow children to follow their own interests, which motivates them to learn. Staff are committed to providing a broad range of play and learning activities with a focus on the natural environment and outdoors. Staff naturally promote children's learning through conversation as they play. They regularly observe children's play and learning and track their progress.

Environment

Good

Children are cared for in a mostly secure, safe, and well-maintained environment both indoors and outdoors. However, the gates leading to another property at the rear of the outdoor play area are not secure. This can allow children to leave the premises unnoticed or allow visitors to enter the garden area without being detected. The child minder keeps basic records of children's attendance. The child minder has an overall risk assessment and completes relevant safety checks daily, however some rainwater that had collected had not been identified and removed. There is an appropriate safety certificate in place for the biomass heating system. In addition to the playroom and outdoor play area, there is a good variety of other outdoor environments and animals available for the children to visit with the child minder and her assistants. The child minder has risk assessed all these areas to ensure that unnecessary risks to children have been identified and as far as possible eliminated. She maintains a suitable balance between the need to promote children's safety and the need to support children to take risks and have enriching experiences.

The indoor environment is welcoming and child friendly. It provides a bright, spacious, and inviting area with plenty of space for children to play, move freely and relax. It is well maintained with consistent good heating and ventilation dependant on the temperature. In warmer weather, we were told doors can be left open from the playroom directly to the outdoor area, in colder weather access to outdoors is through the kitchen. The kitchen is used for mealtimes and messy play/craft activities. Attractive wall displays in this room include children's artwork, which celebrates their achievements, giving them a sense of pride and belonging. A toilet and nappy changing facilities are available. There is also a small handwashing sink in the kitchen. These areas are clean and fresh, with soap and paper towels easily accessible to children.

The children have access to furniture, toys and resources which are clean, safe and of good quality. They are well organised and easily accessible to children at their height, promoting their choice and independence.

Leadership and Management

Good

The child minder organises her setting well. The required policies, procedures and risk assessments are in place. Public liability insurance is valid. Accidents and incidents are recorded. The child minder ensures that all assistants and family members' Disclosure and Barring Service checks (DBS) are current. The child minder has also undertaken additional training for her own professional development, for example training around working with children with Autistic Spectrum Disorder. The child minder is knowledgeable about the new curriculum for Wales and committed to embedding it within her own practice.

The child minder completes an annual Quality of Care Review each year. During this process she seeks the views of parents using her service formally through questionnaires. She follows safe recruitment processes and ensures her assistants working at the setting are suitable to work with children. She ensures that staff have good understanding of the aims and objectives of her setting, it's policies and procedures and shares relevant information with them as required. They work as an effective team together.

The child minder works in partnership with parents. She has a strong vision for the service with a large emphasis on using the natural outdoor opportunities the environment presents. She shares this vision effectively with parents and her assistants, ensuring that all parties are committed to the childminding experience she offers before children start at the setting. The Quality assurance questionnaires show that parents are very happy with the care given.

Recommendations to meet with the National Minimum Standards

R1. Ensure that rigorous records are maintained and regularly reviewed with particular regards to pre-existing injuries, accidents and fire drills and that all the children have an opportunity to practice fire drills more frequently.

R2. Ensure daily visual checks of the premises are thorough including all resources left outside overnight that may fill with water.

R3. Check that the garden area is safely enclosed ensuring all gates are locked.

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.

Date Published 09/01/2023