



Inspection Report

Kirsty Jones

Cwmbran



Date Inspection Completed

11/01/2024

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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	23 January 2018
Is this a Flying Start service?	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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children really enjoy their time with the child minder. They feel safe and secure in her care. Children enjoy their play and show good levels of curiosity and engagement in their chosen activities. They have lots of opportunities to develop their independence skills.

The child minder is very child focused and ensures children are safe and happy. She knows the children very well and develops warm relationships with them. The child minder encourages children to lead their own play; planning activities around children's interests and individual needs to encourage their development.

The environment is secure, clean, welcoming, and well organised to support children's play and learning. There is a good range of indoor resources to promote children's all-round development, however the outdoor environment lacks stimulating play opportunities. The child minder monitors the environment effectively to identify and eliminate most risks to children's safety. Some risk assessments need to be reviewed.

The child minder is motivated and maintains her own professional development to keep up with current child care practices. There are a number of policies, procedures, and daily records in place, however some of these need to be updated and reviewed. She builds good relationships with parents and consults with them and the children, using their feedback to develop and improve her service.

Well-being**Good**

Children have a real say in how they play and learn. They choose whether to play inside or outdoors and decide which activities they want to take part in. Older children use child friendly questionnaires to give feedback about the service and their feedback is acted upon. For example, the child minder provided additional arts and craft resources after the children requested more. Children are confident to express their thoughts and ideas, as they know the child minder will listen and show interest. When children ask for certain activities, the child minder responds promptly and happily meets their requests.

Children feel very happy and valued. They develop warm and affectionate relationships with the child minder and the other children and clearly enjoy being at the setting. We saw children confidently approach and interact with the child minder throughout the inspection, inviting her into their play. Children know the daily routines, and this helps them feel settled and confident in their surroundings. For example, they know when to wash their hands and to tidy things away once they have finished playing with them. Children are confident to play and learn as they show pride when praised by the child minder. One child was clearly delighted with their play dough model and came to show us the cat they had created.

Children are learning to share and interact kindly and considerately with one another. They are beginning to cooperate and become aware of each other's feelings as they play happily together. For example, one child pretended to read another child a story, adopting the soothing tones of the child minder. Later they helped one another to tidy resources away, showing one another where they were stored. Children sit happily together during lunch and show interest in each other chatting about their healthy lunches and how the fruit will help them grow healthy, fit and strong.

Children are curious and engaged in their play and learning. They benefit from extended periods of rich, child-led play, allowing them to immerse themselves and stretch their imagination. They really enjoy 'squishing' the play dough into shapes, using the rolling pin to flatten it and cutters to form more defined shapes. They are visibly pleased when they can identify jellyfish and octopus as sea creatures and enjoy the conversation about the sea.

Children have good opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and lunch time children choose their own plates and cups and eat independently from their lunch boxes. They wash and dry their hands, and appropriately use the toilet independently, in line with their age and ability.

Care and Development

Good

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She has a clear understanding about the procedures to follow should she need to make a safeguarding referral. She supports the children to develop good hygiene habits encouraging regular handwashing. She helps children to develop an understanding of the benefits of healthy eating and has clear procedures regarding allergens and children's individual dietary needs. She encourages children to drink milk or water to remain hydrated. She records all accidents and incidents appropriately and responds quickly to any emerging risks. She encourages lots of outdoor activities to promote children's gross motor skills and physical development. They regularly visit local parks, go on walks, visit soft play facilities and walk to the local allotment to buy fresh vegetables. Fire drills are completed with the children so that they know what to do in an emergency and how to exit the home safely. When discussing the fire drill children were able to tell us that they must walk not run when leaving the house and call 999 in an emergency.

The child minder is very kind and nurturing towards the children. She manages children's behaviours well using gentle tones and lots of praise to reinforce positive behaviour. She has a 'WoW Wall' celebrating children's achievements and art work which helps build their confidence and self-esteem. She has strategies to support children to express their feelings and emotions, in order to minimise children's frustration or unwanted behaviours. For example, she showed us story books that the children enjoy listening to which help explain to children concepts such as turn taking, good manners and difficult emotions. She helps children feel safe through clear routines, house rules and boundaries.

The child minder promotes children's learning and development effectively. She plans a good range of interesting play opportunities around children's individual interests. She engages with children during activities, naturally promoting their learning as they play. We heard her encourage children to identify colours and think of different creatures that live under the sea during the play dough activity, following children's interests. She understands that planning activities using pincers, for example, supports the development of children's fine motor skills during play. Children have individual development profiles, and she currently uses a flower chart to track their development. During the inspection the child minder highlighted that this system is under review as she is introducing an alternative process that more formally records observations and planning of next steps for children.

Environment**Adequate**

The premises are safe and well maintained. The entrance is secure, and all visitors sign in and out of the setting. The child minder ensures she completes the required maintenance checks and has public liability insurance in place. She completes daily visual checks, including fridge temperatures and has risk assessments in place for the premises, transporting children and activities. However, some of these need to be reviewed as during the inspection, the child minder had to lower the temperature of the radiator in the toilet area. The indoor and outdoor areas are secure and provide space for children to play and learn, although the outside space currently lacks sufficient resources.

The child minder's home is welcoming and child friendly. All care is conducted on the ground floor with a small kitchen, toilet and playroom dedicated to her business. The resources encourage children to explore the world around them. Children's creative work is on display giving children a lovely sense of belonging and makes them feel proud of their achievements. Inside, children can play with multi-cultural resources, including books and small world figures. They have sufficient opportunities to learn and follow their interests as there is a good range of toys. The child minder has educational posters, toys and resources which make learning colours, numbers and letters a fun experience. She has flashcards that she told us children love to use. Child sized tables, chairs and low-level toy storage support children to make independent choices. Children have easy access to a downstairs toilet that is well equipped, clean and hygienic and supports their increasing independence skills. There is a small sofa within the playroom where children can rest and relax or listen to stories.

The child minder monitors equipment and resources to ensure they are appropriate and beneficial to children. The child minder monitors her resources ensuring that they are well maintained well, clean, hygienic and of a good quality. The child minder rotates toys and resources, so children do not become bored or frustrated with them. The child minder discards and replaces old or broken resources consulting with children for their suggestions. Incidental Welsh is spoken and there are books to support the children's Welsh language skills.

Leadership and Management

Adequate

The child minder has a number of policies, procedures and daily records that help her operate her business smoothly and efficiently. The child minder keeps her daily records well maintained and monitored. Records such as registers, accidents, incidents and administration of medications are all signed and completed appropriately. However, some policies and procedures need to be reviewed and information added. For example, the safeguarding (child protection) policy does not include what the child minders procedure would be, should an allegation be made against someone living at the home address. There is a statement of purpose providing parents with information about the service, but this needs to be updated as it still contains information regarding covid procedures. In discussion with the child minder during the inspection, we are confident that she will address these issues promptly.

The child minder monitors the quality of her service and plans for improvements effectively. She regularly seeks feedback from parents and children and uses the information to write an annual quality of care report. She also considers areas of development. The child minder's questionnaires demonstrate a high level of satisfaction from parents and children.

The child minder is not currently employing an assistant. She manages her time well and ensures that training is up to date. She ensures Disclosure and Barring Service certificates are up to date for all relevant people living in the household. She completes mandatory training, and she has an up to date Paediatric First Aid certificate so that she can respond to minor injuries. She supports her professional development with additional training. For example, she has completed training regarding 'Additional Learning Needs - raising awareness', 'The additional learning needs code for Wales', 'Person centred practice' and 'Creating an Inclusive setting'. The child minder ensures she organises her day around the children and their needs.

The child minder develops strong and positive relationships with parents, who receive frequent feedback on their child's progress. The child minder shares daily verbal feedback, photographs via a digital app, text messages and telephone calls. This keeps parents well informed. She supports links within the community by taking children to a local allotment and library.

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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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)
Standard 5 - Records	Ensure all policies are regularly reviewed and dated and include full information on procedures.

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 radiators easily accessible to children are properly risk assessed and operating at a suitable temperature	
Review use of outside space to make it more interesting to children and so that it better supports their play and learning.	

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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