



Inspection Report

Katie Beard

Newport



Date Inspection Completed

09/09/2022

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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	14 March 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 promoting 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 happy and settled at the setting. They are given excellent opportunities to make choices and follow their interests. They have strong bonds with their friends and the child minder. Children are relaxed in her company and enjoy the time they spend in her care. Children are developing their independence well and enjoy learning through play.

The child minder understands her role in keeping children safe and healthy. She is a knowledgeable practitioner who has the children's interests at heart. Children enjoy a good range of activities provided by the child minder.

The environment is welcoming, safe and clean. The child minder provides good resources and facilities to enable children to take part in a variety of different activities.

The child minder is experienced and has a clear vision for her service. She manages the setting successfully and has built very positive partnerships with parents. We, Care Inspectorate Wales (CIW) have made three recommendations at the end of the report.

Well-being**Excellent**

Children are extremely confident in communicating their wants, needs, thoughts and ideas. We saw children of different ages confidently expressing themselves using speech and non-verbal communication. They know the child minder fully considers them and is very interested and responsive to their needs. Children consistently receive opportunities to make choices and decisions about what affects them, their voice is strong. We saw children choosing when they wanted to eat, what toys and activities they wanted to play with and how they would spend their time at the setting. Children's views are taken into account when planning any new developments at the setting. For example, the children and child minder talked together to decide what toys would be purchased for the new outdoor area.

Children are extremely happy, settled and enjoy attending the setting. New children settle very quickly and cope well with separation from their parents. They feel safe in the child minder's consistent care. Children benefit from very strong bonds of affection with the child minder. This highlights how valued and cared for they are. We saw children seeking hugs and cuddles from the child minder. Children have developed strong friendships with each other at the setting. They play happily with or alongside each other, depending on their age and stage of development. We saw older children being kind to younger ones and them all sharing together, respecting each other and the resources available to them.

Children are highly motivated and engaged in their play and learning. We saw children enjoying the resources and eagerly choosing what they were going to play with. We saw children of various ages taking part in a variety of activities. For example, a baby building a tower successfully and young children spelling out their names with craft materials. The children were excited to show us what they had done and smiled when praised for this. This gives the children a sense of achievement and high self-esteem.

Children have excellent opportunities to develop their independence skills, appropriate to their age and stage of development. We saw children feeding themselves, putting on their shoes, and learning about road safety during the school pick up. Children benefit from attending a supportive setting. Parents told us how the time at the child minder has greatly helped their children's development.

Care and Development**Excellent**

The child minder consistently follows her policies and procedures. These promote children's health and safety, development and well-being. The child minder proactively identifies and manages risk very well. She has a clear understanding of safeguarding and her responsibilities to keep children safe. She is confident in knowing to report any concerns to the relevant authorities. Fire drills are carried out on a very regular basis. However, these are currently noted in the child minder's diary and do not record details of the drills. The child minder has very sound knowledge of children's allergies, dietary requirements, and medical needs. She is confident in recording accidents, incidents, and the administration of prescribed medication. Healthy eating is a high priority and we saw the child minder provide healthy food and encouraging healthy habits. Children wash their hands before food is served. The child minder ensures children have access to regular outdoor play experiences, both in her garden and at the local park. This offers children the benefits of physical exercise and fresh air. Outings are well managed; we saw children being walked home from school in a very calm and safe way.

The child minder is exceptionally warm and caring with the children. Her responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. The child minder is an excellent role model and uses lots of praise to reinforce and encourage positive behaviour. We saw children praised for being kind and polite and any unwanted behaviour was gently discouraged. The child minder has a sound understanding of child development, and its impact on children's behaviour.

The child minder naturally extends children's learning by chatting to them and responding to what they are doing in a meaningful way. We saw children excitedly respond to her suggestion to find the letters to make their names during a craft activity. The child minder has an excellent understanding of the Foundation Phase and considers how the large variety of resources and activities at her setting can be used in the different areas of learning. Children can follow their own interests which motivates them to learn. The child minder has effective skills and knowledge to identify children's individual needs and plans appropriate play and learning opportunities. The child minder is quick to recognise children with emerging needs and knows which routes of referral are needed to the appropriate services for support. The child minder works exceptionally well in partnership with parents to support the development of children with additional learning needs by following plans, guidance and recommendations made by professionals.

Environment

Good

The home environment is warm, comfortable and very well maintained. It provides children with a light and bright area to play. There is direct access to the garden area from the main playroom. Children have access to the playroom and kitchen; this area is used for mealtimes and messy craft times and children are supervised at all times. Adaptions have been made to furniture to ensure it is fully accessible to children of all ages. There are safety precautions in place throughout the downstairs of the house. Stairgates are in place to restrict access for children to areas such as the stairs and kitchen when un-supervised. The upstairs area is not accessed by minded children. Children access the toilet area independently. Cleaning materials are safely stored away from children.

The setting is secure with the external entrances locked at all times. Visitors to the setting sign in and out and the child minder keeps records of children's attendance. The child minder completes relevant safety checks daily.

The child minder provides a wide range of suitable age-appropriate toys and resources. All resources are labelled, well-organised and accessible to the children. For example, children have access to the small world toys, blocks and dolls. Other toys are stored and rotated regularly to suit the ages and interests of the children present. We saw the child minder bring the easel out of storage as the children wanted to do arts and crafts. All resources are of a good quality and well maintained.

Leadership and Management

Good

The child minder organises her setting well. The required policies, procedures and risk assessments are in place, they reflect current practice and are regularly reviewed. However, there is currently no pet policy in place and the risk assessment for dogs does not reflect the two family dogs. She has an up to date statement of purpose, which is compliant with regulations. The child minder has an understanding of the Prevent duty and has a comprehensive safeguarding policy in place. Public liability insurance is valid. Children's records are completed, organised and include contracts, children's information, and parental consent forms.

The child minder demonstrates very good leadership skills. She has a clear vision for the future of her setting and is committed to her continued professional development. She is well-qualified and experienced in child development. The child minder completes an annual quality of care review of her service. However, this is not currently up to date. The child minder is fully engaged with the inspection process as part of her self-evaluation and improvement. She uses guidance to implement changes and drives improvement to better outcomes for children.

The child minder has very strong partnerships with parents. Parents that we spoke to confirmed that they are very happy with the care given. They told us that the child minder is a great support to their families, and they value her friendship and service. They are happy with the way their children are cared for and that the bonds of affection she shows towards them is reassuring. They feel at ease knowing their children are cared for in such a positive and nurturing way. One parent told us that the child minder is like one of their family and they trust her completely.

Recommendations to meet with the National Minimum Standards

R1. Ensure fire drills are recorded robustly.

R2. Ensure a pet policy is created and that the risk assessment for dogs is updated.

R3. Ensure the quality of care review is updated.

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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