



Inspection Report

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Newport



Date Inspection Completed

13/01/2023

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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	28 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>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children have good opportunities to make choices and decisions about how they spend their time. They feel secure, happy, and comfortable at the setting. They form good relationships with the other children and the child minder. Children of all ages are developing their independence well and enjoy learning through play.

The child minder is warm, nurturing and responsive to the needs of the children. She listens to children carefully and promotes their development and independence. She sets clear boundaries and manages their behaviour in a calm, positive manner ensuring children are happy and safe. The child minder supports children in their learning by ensuring play is fun and stimulating.

The child minder's home is safe, clean and secure. There is good inside and outside play space and suitable play and learning resources are available for all ages. The child minder completes daily visual checks of the environment to identify any emerging risks.

The child minder satisfactorily manages her service so that it operates smoothly. She is motivated to make improvements to her record keeping and paperwork and some policies have been reviewed since this inspection. She provides daily updates to parents regarding their children and their individual needs.

Children are happy to express their opinions and make choices at the setting, as they know the child minder actively listens to them. They direct their own play and move confidently from one area to another finding toys and games that they enjoy. They approach the child minder with ease when needing extra support and feel valued when praised, delighted that the child minder takes interest in their discussions.

Children are happy, settled, confident and make friends at the setting. They play happily alongside each other and welcome visitors to the setting. They greeted us with smiles and were eager to show us what they were playing. They love playing with one another and quickly develop good friendships. They were happy to take turns, share and wait patiently during activities. They listen well to the child minder and respond to her instructions calmly. Children are learning the social skills to communicate effectively and treat one another with respect.

Children engage in play and learning enthusiastically. They concentrate well on their chosen activity. Whether they are building towers with blocks or playing with dolls, we saw they could maintain their concentration for an appropriate amount of time. They are developing social skills through play and showed empathy and care when playing with the dolls.

Children are developing their independence skills well and enjoy helping and doing things for themselves. They sit at the dining table for lunch and snack, feeding themselves independently whilst chatting socially to their friends. They easily access the toys they want and include their friends in play. Older children use the ground floor bathroom and wash and dry their hands independently and younger children are supported to wash their hands. All children take off their coats and store their belongings with help from the child minder. Children are as independent as possible in line with their age and stage of development.

Care and Development

Adequate

The child minder has a good understanding of how to keep children safe and healthy but does not reflect this in some policies and procedures. The child minder understands the principles of safeguarding but is unclear of procedures in reporting concerns about a child. She has a good understanding of children's individual dietary requirements and promoting healthy eating. She encourages parents to provide a healthy packed lunch and we saw her sat with children encouraging and discussing healthy eating during lunch time. The child minder has completed regular fire drills with the children, but she has not recorded them fully. The child minder records accidents appropriately and shares this information with parents. The child minder has paperwork to record pre-existing injuries, administration of medications and incidents but had not needed to complete these records. The child minder carries out effective infection control procedures to minimize the risk of cross infection.

The child minder is warm, nurturing and attentive to the children. There is a behaviour management policy promoting positive interactions, which she implements well. We heard lots of praise and recognition for the children's efforts. She gives clear instructions and prompts so children know what to expect and so they are comfortable and secure with the daily routines. She promotes the use of good manners and is a good role model for the children.

The child minder supports children's learning and development through providing access to fun and stimulating activities and being guided by their interests. For example, one child loved aliens and so she planned craft activities around this topic. She provides many opportunities for physical development with access to a large back garden and regular outings to local community facilities, such as soft play centres. When playing a treasure hunt game, the child minder explored the children's knowledge of colour. She encouraged them to look for something red and children were delighted when they found a red toy or clothing. The children then decided to look for something 'shiny' and really enjoyed this task. She interacts with the children in a way that promotes their learning and development. She keeps records to track younger children's progress and monitors their development. The child minder understands children's individual health needs and discussed with us how she meets the additional needs of individual children. However, she had no written records to monitor specific progress in relation to their additional needs.

Environment**Good**

The environment is a safe and secure place for children. Children are unable to leave the premises unsupervised as the front door is locked at all times. Child safety gates are appropriately situated and used well. The home has the necessary safety and maintenance checks and the child minder completes daily visual checks to help minimise any risks.

The home is child friendly and provides a comfortable space for children to play and learn. The designated playroom is light and bright with easily accessible resources and toys. These include a play kitchen and accessories, dolls, prams, lots of books and dressing up garments. Children can sit comfortably at the dining table to complete tabletop activities and eat their meals. There are multicultural reading books including Welsh books. However, little Welsh language was heard, spoken or encouraged. The child minder explained how she introduces information about other cultures and backgrounds into play, such as celebrating Diwali. The washroom is suitably equipped to enable children to complete tasks independently.

The child minder stores and rotates toys so that children do not become bored with the resources on offer. The toys and resources are well maintained, in good working order and children clearly enjoy playing with them. The child minder regularly checks, removes and replaces broken or damaged toys. The toilet area is clean and fresh, with liquid soap and paper towels easily accessible to children.

Leadership and Management

Adequate

The child minder manages her setting to a satisfactory standard and has policies and procedures to help operate her service. She has a clear vision for her service and shows enthusiasm for her role. She has an informative statement of purpose so that parents understand how her service operates. Some record keeping is not maintained well enough. For example, some children's contracts did not have their GP details recorded. Policies and documents such as the complaints, medication and safeguarding policies were missing some information. The child minder has updated some policies since the inspection so that they reflect her procedures and contain all required information. However, the child protection policy did not reflect correct procedures. While no immediate action is required this is an area for improvement and we expect the provider to take action.

The child minder is motivated to improve her skills and the quality of care she provides. She has systems in place to review her service, but these are not implemented consistently. Consultations with younger children currently take the form of observations and verbal feedback; older children and parents are provided with questionnaires. However, no report or questionnaires were available to read for her most recent review covering the 2021 to 2022 period. An annual review of the service should be completed and a report written to reflect feedback and planning for future improvements.

The child minder is appropriately qualified and ensures her training is up to date including paediatric first aid. She has completed Disclosure and Barring Service safety checks for herself and all people over the age of 16 living within her household. The child minder manages her time and resources well so that children's experiences at the service are positive.

The child minder values the relationships she builds with parents and children and understands the importance of information sharing to ensure children's needs are met. She maintains links with parents and keeps them informed about their children's daily routines and progress.

Recommendations to meet with the National Minimum Standards

- R.1. Review child protection policy and procedures, establish a safeguarding log book and ensure training provides professional development and understanding.
- R.2. Ensure a quality of care review is completed annually and that a report is completed and available to read.
- R.3. Children's registers to be completed with exact times of arrival and departure.
- R.4. Record fire drills more effectively.
- R.5. Improve systems to monitor and record additional learning needs effectively.

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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22	The responsible person has not ensured that clear child protection procedures are understood and written into policy. A clear and accurate child protection policy needs to be in place to outline procedures when dealing with child protection matters.	New
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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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