



## Inspection Report

**Rachel Owen**

**Meifod**



**Date Inspection Completed**

28/09/2022

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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	
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the 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 are confident communicators as their wants, moods and needs are considered. They are active and express enthusiasm and enjoyment. Children have a sense of belonging as they are forming positive relationships and are familiar with daily routines. They have freedom to safely explore the indoor and outdoor play areas. Children are developing their independence well.

The child minder has a warm and friendly approach and takes delight in children's achievements and interactions are positive. She is responsive to children's requests and supports them to follow their own learning and play interests.

The child minder has a good understanding of how to keep children safe and healthy. She is caring and responsive to children's needs and creates a positive ethos whereby children feel valued. She respects the children's choices and there are positive bonds of affection. The child minder encourages a free-play learning environment and provides a good range of activities to promote children's developmental skills

The environment is child friendly with clean and safe variety of age-appropriate toys and resources to help children develop their sensory and physical skills. The child minder works alongside a child-minding assistant who works part time. The child minder manages the setting appropriately.

Children have a good voice at the setting. They are able to express their views and needs in a variety of ways and have good opportunities to make choices and decisions about what affects them. Children are content and show enjoyment in their play. They confidently express their needs and preferences, and they know that they will be listened to.

Children have a sense of belonging and are familiar with the routines. Children's feelings, needs, likes and dislikes are considered as they are forming bonds of affection. The interactions between the children and the child minder are positive, and children show good levels of interest and engagement in their play and learning. Children arrive happy at the setting and move around with confidence. They have meaningful conversations with the childminder. For example, one child was talking about what they did with their families on the weekend.

Children are safe and happy, and they play appropriately with the resources available. They behave well and interact effectively with their peers and the child minder. Children are learning the importance of sharing, taking turns and cooperating with others. They play happily together, laughing and having fun but they also respect each other's wishes when they want to play alone. We saw some children playing with the cars together whilst another chose to do some jigsaws alone. Children receive meaningful praise and encouragement from the child minder when they attempt tasks and clearly value the reassurance. For example, the child minder was encouraging a child who was completing the jigsaws and praised them saying "You've done this so well, well done you" and the child smiled proudly. The child minder treats the children with respect, and she has realistic expectations of their behaviour and developmental stage.

Children confidently engage in their play and learning, and they have opportunities to relax and enjoy quiet time. For example, two of the children took great delight in doing the child minders hair, acting out the role of a hairdresser. They are able to concentrate for an appropriate period of time for their age and stage of development. Children develop their language through their play, naming colours around them and talking about numbers as they count the blocks.

Children are learning how to do things for themselves including problem solving in their play, helping to tidy away the toys after activities, cleaning their hands and taking their shoes and coats off. They do this independently with some help and direction by the child minder when needed.

## Care and Development

Good

The child minder understands her role and responsibilities to keep children safe and healthy. She has an appropriate understanding of safeguarding procedures and implements the policies suitably. First aid and safeguarding training is current and suitable for the ages of children cared for.

The child minder promotes healthy practices well. She encourages parents to provide healthy meals and offers water or milk to drink. The child minder encourages children to play and go for walks outdoors in the fresh air, which helps them to develop their physical skills well. She conducts fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency, but she does not include much information in the records to aid improvements going forward. She completes accident and incident records accurately and keeps parents informed.

The child minder encourages children to wash their hands, and this helps to develop their personal hygiene practice appropriately. Nappy changing is done in line with current infection control guidance.

The child minder has a warm and friendly approach to care giving. She praises children with positive language and takes delight in their achievements. She is consistently responsive to children, she listens and respects their choices and requests. She interacts positively demonstrating warmth and kindness.

The child minder is sensitive to the needs of individual children and meets their requirements well. She is committed to providing good play and learning activities to create better outcomes for children. The child minder organises activities and outings to raise children's awareness of their local community by visiting local parks and nature sites.

**Environment****Good**

The child minder provides a safe and clean environment where children can play and learn well. She completes risk assessments, identifying most of the potential hazards to children and what measures are in place to manage these risks. The child minder makes sure information is available to parents on how to deal with emergencies. The child minder supervises children well.

There is an appropriate variety of resources and equipment available to the children which are well organised and in good condition. They are age and stage appropriate to support children's individual needs, interests and development. For example, the children were able to choose from a variety of jigsaws, construction toys, books, musical toys and a wide range of craft resources. The child minder encourages the children to be curious in their learning through providing a variety of activities to support their development. For example, the children were able to choose from several jigsaws of varying levels of difficulty and different musical toys that required the children to explore the buttons and switches to find out how they worked. The children have easy access to the kitchen, playroom and hallway where they are able to store their belongings and retrieve them independently.

The child minder encourages children to learn about the natural world and has organised areas of the garden for planting and feeding birds. There is a good selection of resources and play equipment. The child minder has worked hard to develop the outdoor play area giving children more opportunities to play in the fresh air in all weathers. The children enjoyed setting up a camp fire.

## Leadership and Management

Good

The child minder is enthusiastic and committed to making improvements. She has worked hard to make significant improvements. She has written a statement of purpose, which provides parents with most of the information about what the setting offers. Policies and procedures are in place and these are implemented appropriately and reviewed regularly, but not all review dates are noted. The child minder has an appropriate understanding of her responsibility to promote the Welsh language and basic Welsh is encouraged. The child minder keeps up to date with regular changes and her policies and procedures reflect that.

The report reviewing the quality of care is informative and reflective, highlighting improvements made and the child minder's vision for the future. The report includes the comments gathered from those using the setting to enable the child minder to identify areas where the setting does well and where there may be room for improvement. The child minder is dedicated to her role. She told us she is looking forward to making further improvements for children.

The child minder has a current disclosure and barring check. The child minder has ensured her own and the childminding assistant's relevant training is up to date. Every child has their own individual record, and their information is shared on the same form as their sibling. The child minder has not conducted formal supervision and appraisals with the childminding assistant. The child minder consistently records the attendance of children.



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

R1: To further enhance the recording and tracking of the children's progress and to include information on the next steps for each child's learning and progress consistently.

### 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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