



## Inspection Report

**Briget Palmer**

**Monmouth**



**Date Inspection Completed**

29/06/2021

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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	<a href="#">Manual Insert</a> 11 October 2016
Is this a Flying Start service?	<a href="#">Manual Insert</a> No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use the service

## **Summary**

This is an inspection undertaken during the Covid 19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled at the service. They have good relationships with the child minder who knows them well and is effective in meeting their individual needs. They have access to a good range of interesting and stimulating activities, which appeal to their interests. Children are able to make choices and decisions about their care and play. They form close bonds with the child minder and other children at the setting, this helps them to feel safe and secure.

The child minder understands how to keep children safe and manages children's interactions well. She plans initial activities for the start of the day but actively encourages the children to make their own choices throughout the day. She has established a system to record the progress and achievements of individual children and she shares these regularly with their parents.

The environment is well maintained and in good decorative order. The outdoor play area is small but sufficiently resourced. The children enjoy regular visits to the local park and an all-outdoor toddler group.

The child minder manages her service appropriately. She has suitable policies, procedures and records. Parents are very complimentary of the setting and the child minder has built good partnerships. The child minder ensures that her training is up to date.

## Well-being

Children at the service have a strong voice. They are regularly consulted about what they would like to do for example, on noting the child was deep in thought; the child minder asked, "what would you like to do next? Do you want to do painting?" The child pointed to the building bricks on the floor and sat down on the carpet to play. The child minder instinctively noted that the child did not need any help and therefore she moved to the sofa and observed from a distance. Younger children are beginning to communicate verbally but also use non - verbal methods, to show the child minder what they like and want.

Younger children are beginning to communicate their likes and dislikes and speak openly to the child minder about what they like to do. This helps children to feel comfortable and settled at the setting. Children enjoy chatting to the child minder, and they are confident to try new tasks. For example, the minded child had completed a finger painting activity of a pre-cut dinosaur shape. The child looked very pleased with their attempt and showed the child minder the finished work. This received praise and encouragement from the child minder. This supports their confidence and self-esteem. Children have opportunities to develop their all-round development, such as developing their hand/eye co-ordination and mathematical understanding. We observed children to respond to the child minders questions, and showed interest, enjoyment and curiosity in their play.

Children are encouraged to do as much as possible for themselves. They understand the 'house rules' and know what is expected of them. They tidy away toys and games from previous activities before starting with new resources. Children wash their own hands at appropriate times including when they have stroked Reggie the child minder's dog. Children ask for help as needed.

## Care and Development

The child minder has good procedures to keep children safe. She implements suitable measures to reduce risks associated with the Covid-19 pandemic and has a written policy. Cleaning of the home and resources is more frequent. The child minder has a sanitising station close to the front door and visitors are encouraged to use the sanitising gel and wear appropriate PPE in line with social distancing. Parents and visitors are currently discouraged to enter the home and any toys or resources gifted from parents are put into 72 hour quarantine to limit the spread of any infections.

The child minder has a system to record any concerns about children's welfare. Appropriate safeguarding policy and procedure are in place, helping keep children safe. Important safeguarding training including Prevent training is up to date. She practises fire evacuation drills regularly and maintains records of these events. She has a current paediatric first aid certificate and is able to deal issues should they arise.

The child minder manages children's behaviour effectively as she is a good role model, She does this by treating children kindly and respectfully resulting in a calm atmosphere within the home. She is consistent with a quiet manner, giving positive eye contact when supporting children. This allows children to feel confident and have a sense of belonging. Frequently the child minder praised the children for their accomplishments and encouraged their play. There is an appropriate behaviour management policy, and the strategies outlined are age appropriate. Children understand expectations, as routines are consistent.

Children benefit from a range of age appropriate play and learning activities. Planned activities included art and craft, colours/shapes/numbers, singing, painting and outdoor play, and they visit once a week to the outdoor toddler group. Children have individual files that include records of observations and planning for next steps in learning.

## Environment

The premises are secure and safe for all the children. Appropriate safety maintenance checks are completed and there are up to date safety certificates available. The child minder maintains a record of children's times of arrival and departure, so there is a record of who is on the premises at any given time. Children and any visitors have temperature checks done before entering the child minder's home. This demonstrates a careful consideration to safe social distancing processes.

Children benefit from an environment that is suitable for their needs. The home is welcoming, and suitably decorated and maintained for children. Children mostly play in the lounge and dining room with appropriate storage for resources. Children can access most of the resources. Low-level storage facilities do not have labels. This would help children become more independent and be able to self-select. The home has sufficient natural light. The children have the use of a downstairs facility, which is easily accessible. However, observation of the cloakroom noted that children's hand drying facility is not fully fostering good hygiene levels. This is because the child minder allocates a different coloured towel for each family and washes them weekly. In discussion, the child minder agreed to review this process by introducing individual towels for each child or using disposal paper towels for all. This will help to minimise cross contamination and spread of infection.

The child minder considers the needs of children, furniture, equipment and toys are appropriate and there are sufficient child-sized chairs and tables for children across the age range. There are plentiful supply of arts and craft materials, games and smaller toys for younger children.

## Leadership and Management

The child minder manages her service well. Policies and procedures are child focussed, detailed and reviewed regularly and in the least annually. There is a clear statement of purpose, highlighting what the service provides. This includes all of the required information and allows parents to make an informed choice about the suitability for their children. Disclosure and Barring Service (DBS) checks were current for any one residing at the address over the age of 16 years of age.

The child minder ensures that her mandatory training is up to date. She also attends training on good practice issues when possible and during the pandemic, she has maintained this by attending webinars as well as using social platforms such as Zoom. The child minder ensures children develop in line with their age and stage of development by regularly monitoring outcomes..

The child minder has a clear vision for the service. The child minder is aware of the online submission deadline for a quality of care report. Parent and children's views are collected in written format or via secure online. There is an action plan for improvement and we saw evidence that the child minder has implemented improvements. The child minder discussed her plans for internal improvements to make her child minding facility even more open plan. She is aware of her responsibilities in notifying CIW prior to any significant work commencing.

Partnerships with parents are well established and effective. The child minder meets with parents prior to their children attending the service. She shares policies and gathers appropriate information about children's needs and preferences. Pertinent information relating to children is shared with parents. Parents spoken to during the process of this inspection all told us how happy they are with service. They told us that they felt supported through the pandemic and that the child minder continued to mind whenever it was possible. Most parents using the service hold key worker roles in the community and they felt that the child minder worked hard to support them in enabling to go out to work. Parents are very happy with her implementation of safe service and social distancing. Parents feel their children benefit from the service as their children are much more confident as a result of attending the service.



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

R1. Identify all possible risks, including better hand drying facility in the cloakroom

R2. Clearly label resources so that all children can further develop their independence

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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