



Inspection Report

Alison Burt-Ryan

Newport



Date Inspection Completed

19/09/2023

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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 | 07 June 2017 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | The setting is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual setting or demonstrates 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> | Excellent |
| <u>Leadership and Management</u> | Good |

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

Summary

Children have a strong voice and are at the centre of the service. Play is child led, meaningful and promotes children's curiosity and learning. Children develop nurturing relationships and a sense of security. They are motivated and excited by the play opportunities available to them. These experiences encourage them to develop independence skills.

The child minder promotes children's care and development exceptionally well. She promotes positive behaviour in a caring and inclusive manner and identifies and meets children's individual needs very effectively.

The child minder has very good systems in place to risk assess the environment and keep children safe and healthy whilst promoting exciting play opportunities.

The child minder operates a very well organised service. She has a very clear understanding of her responsibilities and operates her service smoothly, striving to continually improve outcomes for children and their families.

Children have lots of opportunities to express themselves and make effective choices. Nearly all activities are child led and children are highly engaged and motivated in their play. They follow their own interests and show very good levels of concentration. Their feedback is used to develop the service, for example, children had asked for more books in the outside play space and so a wooden seated arch is being built for them to sit at and to store books. When children asked to play in the 'Beach House' this was immediately accommodated by the child minder and the children took great delight in searching for and matching real shells to their pictures.

Children settle quickly and are eager to play with friends. They have warm and stable relationships with the child minder who makes them feel safe and secure. They laugh, chatter and show confidence when approaching the child minder, inviting her into their play. This builds their confidence and therefore they develop good social skills and are encouraged to be curious.

They are clear about expectations of behaviour and this helps them to develop good relationships. Children share resources and show kindness with very few prompts from the child minder. For example, during lunch, one child praises another for eating their yoghurt and the child replies happily "I'm a winner now!" They follow instructions readily and sing songs to help them complete tasks such as tidying away or washing their hands. Children show consideration to their friends, for example an older child helps a younger child with the zip on their coat.

Children participate enthusiastically in their play and learning. They move around play areas freely and are excited about their play experiences. For example, children eagerly greet Burt the tortoise saying "Bore da Burt!" and chuckle together as they gently use toothbrushes to clean his shell. Children dry him carefully with paper towels, concentrating and focussing well to ensure they handle him kindly and do not hurt him.

Children have lots of opportunities to build their independence skills. They hang their belongings up and dress themselves when needing to put coats and shoes on to go outside. Younger children attempt to wash and dry their hands with minimal help and older children do so independently. All children are encouraged to learn how to use the toilet independently. At mealtimes they choose where they sit and feed themselves whilst chatting socially with their friends. When travelling in the minibus all children know the rules; they stand patiently with their hand on the side of the minibus whilst the child minder safely loads the bus.

The child minder keeps up to date with her training requirements and pursues plenty of additional training to ensure she delivers care in line with current child care practices and legislation. She has clear procedures in place which she implements very effectively to keep children safe and healthy. Both she and her assistant are clear about their responsibilities in reporting any child protection concerns and have clear, easily accessible guidance to support this. Accident, incident and medication records are completed and shared with parents to ensure children's health needs are being clearly monitored and shared. The child minder has a paediatric first aid certificate and is confident to deal with minor first aid situations. Fire drills are completed regularly with children so that they know what to do in an emergency. Children are encouraged to develop an understanding of healthy eating and healthy lifestyle choices, such as partaking in lots of physical exercise. The child minder deals with children's emotional well-being exceptionally well and this is grounded in training and clear child friendly approaches to their individual needs.

The child minder acts as a very good role model and nurtures warm, positive relationships with the children. She is consistent in giving children lots of praise and acknowledging their efforts. She treats children with dignity and respect. For example, before changing a young child's nappy, she asks their permission and then sensitively talks to them to reassure them whilst their nappy is changed in private, away from other children. She gently prompts and supports children to wash or sanitise their hands when necessary. She makes this a fun and learning experience through introducing hand washing songs and a variety of scented liquid soaps, trying to guess the one they have used. Children delight in this and try to confuse the child minder by mixing up the liquid soaps so that she is unsure whether they have used the bubble gum, cola or strawberry scented soap. She uses a variety of positive behaviour strategies such as a gratitude board, giving out stickers, trophies and certificates for good behaviour, and gives a lot of praise and positive affirmation.

The child minder creates a fun and stimulating environment to support children's play and learning. She works very effectively with outside agencies and accesses training to ensure that she has the knowledge and understanding to support children with additional learning needs. She undertakes baseline assessments of each child when they enter her care and then makes observations and tracks children's development to maximise their potential. Next steps are clearly displayed on the wall in the form of a little cut out footprint which will have a clear goal written on them. These individual goals are discussed and agreed with the older children so that they know exactly what they are trying to achieve, such as, have a 'can do attitude' or 'be kind'.

The child minder ensures that children are cared for in a safe, secure and clean environment. For example, she has a secure entry system to the premises and records all visitors. Comprehensive risk assessments are in place and are monitored and reviewed effectively. The home is well maintained with all required safety checks in place. Most fire drills have been recorded and one has been completed recently, however one drill had not been recorded during 2022-2023 period which resulted in a gap in the records. Children are supervised very well and there is sufficient space and suitable facilities to meet the needs of children. Both the inside and outside play areas are welcoming and provide stimulating opportunities to extend children's play and learning.

The child minder ensures that children have access to resources that are suitable for their needs and are stored in a way that allows them to choose toys independently. There is a well set up outside play area with a mud kitchen and weather station to collect rain for measuring. The child minder makes sure there are resources available to support play at the mud kitchen and understands that all play extends language. For example, children are encouraged to think how they use the spoons to mix/stir/blend/whisk/whip etc. There is also a 'Beach House' with additional, parentally controlled access to technology for older children. These facilities support children's learning and development well. The child minder encourages recycling and incorporates natural and sustainable materials in children's play effectively such as flowers to make perfumes and potions at the mud kitchen. We heard spoken Welsh used during the inspection and saw that this was supported by Welsh signage of resources. Children have resources that reflect a multicultural and multigenerational, all-inclusive society. Children regularly visit a local old peoples home sharing games and songs with the residents. This has led children to request that the large play house in their play room be turned into a 'residential home' rather than a Wendy house and has dolls representing a cross section of society.

The child minder monitors the resources, equipment and overall environment to ensure it is age-appropriate, promotes children's independence and ensures that all children are comfortable when playing. Resources and equipment are well maintained and of good quality. Children have easy access to toileting facilities and age appropriate furniture. The child minder consults with children, parents and other professionals in order to continually develop her service.

Leadership and Management

Good

The child minder has a clear vision to continually develop her service so that children are happy, engaged and independent, learning within a relaxed, fun and welcoming environment. She is very organised, and policies, procedures and record keeping is of a very high standard. She has a very clear understanding of her responsibilities and how national minimum standards and regulations support her to keep children safe and promote their learning.

The child minder consults with parents, children, and professionals for their feedback into her annual quality review of her service. These consultations are meaningful and lead to improvements to her service, such as the addition of the beach house. She regularly reviews her policies to keep up to date with new legislation and reviews children's records to check whether any patterns are emerging that need to be addressed. She actively reviews her service so that it is safe for children and is consistently striving to improve.

The child minder takes advantage of opportunities for her continued professional development and a wide range of training is completed to help improve her working knowledge and practices. This has a positive impact, for example, improving her confidence in supporting child led learning. Disclosure and Barring Service checks have been completed for all those people over the age of 16 years living in her house and safe recruitment procedures have been followed. She employs her husband as an occasional child minding assistant who collects older children from school should they wish to attend after school clubs. During the inspection, the child minder organised her husband's information into a formal staff file so that safe recruitment procedures can be easily evidenced and booked him onto a paediatric first aid course as his qualification had expired.

The child minder builds good relationships with parents and professionals and makes worthwhile partnerships within the local community that improve the quality of provision and outcomes for children. The child minder keeps parents and carers informed about what their children are learning and how well they are progressing through a communication application and informal updates. There is effective partnership with the school and the child minder takes children on lots of outings such as to a Welsh speaking/singing group, local forest walks, parks and the library for them to gain a sense of their community.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 24 - Safety | Ensure all fire drills are recorded to demonstrate that drills are completed with children at least every six months. |

| 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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