



Inspection Report

Mandy Jacobson

Newport



Date Inspection Completed

25/04/2023

About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	3 September 2018
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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy and settled and enjoy their time at the setting. They are confident to express themselves as they are consistently listened to. Children are building positive friendships; they are happy to play in groups or on their own. They choose from a range of activities and are enthusiastic about their play and learning.

The child minder understands how to keep children safe and healthy. She manages interactions in a positive manner and is consistently warm, patient and kind. She knows children well and ensures their individual needs are supported.

The setting is safe and secure. It is clean, warm, comfortable, and well maintained. It provides children with a light, bright area to play. They benefit from a 'home from home' atmosphere after school and during the school holidays, allowing them to relax as well as play and learn. The child minder carries out daily checks to ensure the environment is safe and suitable. She ensures an adequate range of activities and resources for children.

The childminder is organised. She has a range of suitable policies and procedures in place. She reviews her quality of care annually, seeking views of children and parents as part of this. The child minder has developed effective partnerships with parents, who speak highly of the setting.

Children are confident in communicating their wants, needs, thoughts, and ideas. We saw children confidently telling the child minder about their day, discussing topics that interest them, asking questions and asking for things when they needed them. Children are happy as the child minder expresses interest in what they say, and their requests are responded to in a timely manner. Children consistently receive good opportunities to make choices and decisions about what affects them, and their voice is strong. For example, children chose when they wanted to eat, what activities to play with and followed their own interests confidently. Children's views are considered when planning activities and trips. For example, we heard the children and the child minder discussing where they could go in the next school holidays.

Children are happy, settled and enjoy attending the setting. They appear relaxed in the child minder's consistent care. Children benefit from strong bonds with the child minder, who knows them well. We saw children laughing and joking with the child minder whilst they carried out a craft activity, and reminiscing with her about shared memories of days out.

Children are developing friendships at the setting. They play happily with and alongside each other and enjoy sharing experiences together. For example, children chat and laugh together as they play games, complete activities and when travelling in the car. Children show kindness to each other and take care of equipment and resources. They are respectful and affectionate towards the child minder and co-operate well. For example, we saw children come straight away to tidy up when asked.

Children are motivated and engaged in their play and learning. They enjoy the activities and resources available to them. For example, they smile and talk enthusiastically about what they are doing as they use a variety of craft materials to make animal and character models. They persevere and concentrate for an appropriate amount of time. For example, children concentrate on their craft activities, and persevere until they are satisfied with the results.

Children have opportunities to develop their independence skills positively. For instance, they prepare themselves well to go outdoors, putting on their shoes and being responsible for their personal items.

The child minder has an appropriate understanding of her role and responsibility to keep children safe. She has a satisfactory understanding of safeguarding issues, the signs and symptoms of abuse, and her own duty to report any concerns. She has up to date training including safeguarding, paediatric first aid and food hygiene. The child minder promotes healthy lifestyles. For example, she encourages children to wash their hands, and this helps to develop their personal hygiene practice appropriately. The child minder carries out and records monthly fire drills with the children ensuring they are familiar with what to do in an emergency. However, she does not record the exact date these took place. She has appropriate systems in place to record accidents, incidents, and pre-existing injuries. The child minder has a sound knowledge of children's allergies, dietary requirements, and medical needs. She keeps registers of children's attendance; however, these contain contracted hours rather than precise arrival and departure times. The child minder has a range of risk assessments in place.

The child minder is warm and caring with the children. Her responsive, nurturing approach means children are comfortable and relaxed and this sets the tone for interactions between them. The child minder uses praise and encouragement to support children and reinforce positive behaviour. The child minder has an appropriate understanding of children's development, varying needs and how these can impact on behaviour. She uses this knowledge to consistently implement positive behaviour management strategies appropriate to the needs of the children in her care.

The child minder knows children well. She naturally adjusts the care and the behaviour strategies she uses to suit each child. Children with additional learning needs are supported appropriately and she ensures they receive care which meets their individual needs. The child minder naturally extends children's play and learning through conversations as she shares activities with them. For example, children develop road safety awareness with the child minder as they walk with her to and from the car.

Environment**Adequate**

The setting is safe and secure. The external entrance is locked, and the child minder has a system for recording visitors to the setting. Routine safety certificates for the setting are up to date. Satisfactory risk assessments for the environment are in place and the child minder completes safety checks daily. The childminder regularly checks her smoke alarms. Minded children do not access the upstairs area. The child minder uses her car for pickups from local schools. She ensures MOT and insurance certificates are up to date. During the course of the inspection the child minder has purchased new car seats for the children to use to ensure their safety is maximised when travelling. Public liability insurance is valid.

The setting is clean, warm, comfortable, and well maintained. It provides children with a light, bright area to play. They benefit from a 'home from home' atmosphere after school and during the school holidays, allowing them to relax as well as play and learn. Children have access to the playroom and kitchen. To ensure the area is safe, the floors are tiled with non-slip tiles suitable for children. The kitchen area is used for preparing snacks and for children to carry out craft activities. They are always supervised when in the kitchen. The child minder makes sure children can access the toilets independently. At the time of our visit, the garden was under development and not used for child minding. The child minder plans to create an outdoor space she can use with the children. The child minder ensures children have access to regular outdoor play experiences, for example, visiting the local park with the children whenever possible. This offers children the benefits of physical exercise and fresh air.

The child minder has a suitable quantity of toys, games, craft materials and resources. These are safe, clean and in good condition. There are sufficient resources to keep the children's interest.

The child minder organises her setting suitably. She has a clear vision and has created a relaxing 'home from home' environment for the children she cares for. The child minder has chosen to provide after school and holiday care to school aged children. The child minder has written a statement of purpose, providing parents with information about what the setting offers but at the time of Inspection, this required updating. This has since been amended. Suitable policies and procedures are in place, and these are reviewed periodically. The child minder makes sure clear information is available to everyone about how she would deal with emergencies.

The child minder seeks the views of children and parents as part of her self-evaluation and planning for improvement. She completes an annual quality of care review of her service. The child minder is fully engaged with the inspection process as part of her self-evaluation and improvement.

The child minder's DBS (Disclosure and Barring Service) check is up to date. She has a system to ensure that people living on the premises have current DBS checks. Children's records are completed, organised, and include contracts, children's information, and parental consent forms. Documents are stored securely.

The child minder has strong partnerships with parents. Parents that we spoke to confirmed that they are very happy with the flexible child minding she provides. They told us that the child minder is a support to their families and integral to their children's lives. They are happy with the way their children are cared for. They feel at ease knowing their children are looked after in a positive and nurturing way by a child minder who they have known for many years.

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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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 5 - Records	Ensure accurate attendance records are maintained, detailing children's precise time of arrival and departure.
Standard 24 - Safety	Record precise date of Fire evacuation drills.
Standard 1 - Information	Ensure Statement of Purpose is regularly updated to reflect current provision.

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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Date Published 27/06/2023