



Inspection Report

Amanda Morris-Rees

Tenby



Date Inspection Completed

19/07/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	24 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. However, they 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>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children feel very secure, happy, and comfortable at this setting. They play freely and express themselves extremely well. They have a strong sense of belonging and are developing positive relationships. Children have good choices and make decisions about what they want to do.

The child minder successfully promotes the children's well-being. There is a caring atmosphere, and the child minder meets children's needs successfully. A range of activities are available both indoors and outdoors, for children to access independently or with support from the child minder.

The child minder ensures the environment is safe and well maintained indoors and outdoors. The premises are welcoming, stimulating, and accessible to all. Suitable risk assessments and safety checks are in place. The childminder provides a range of engaging resources.

The service is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. Links with other child minders and the community are strong.

Well-being

Good

Children are happy, settled and thoroughly enjoy their time at this setting. Children have a strong voice and express themselves well. They chat away happily to the childminder about things that interest them. They play freely and make choices about the toys and activities they play with from the vast selection available. For example, one child enjoyed playing with a doll and carefully wrapped in a blanket and fed it a bottle of milk.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. Children know the routine well. For example, children take their shoes off when coming indoors and make their way upstairs to the kitchen table when it is lunchtime. They form good relationships with each other, learning to share toys with some support. They are clearly cared for by a child minder who knows them very well. There are obvious bonds of affection and attachment, and children snuggle in for a cuddle with the childminder.

Children interact positively, co-operating and learning to share with each other. During a dice board game, children engage, smile and sing as they count and name the colours. They interact with each other and the child minder, proudly saying to her, “*one, two, three four!*” Children are enthusiastic and interested in their play and learning, they confidently choose activities that interest them. They sustain their play for an age-appropriate length of time. They are included in decision-making and have opportunities to take part in planned and free play activities. Free flow play is actively promoted indoors, however the set up for outdoor play does not allow for free flow. Children skilfully use equipment and resources confidently.

Children are developing their independence very well, enabling them to do things for themselves. We saw children attempting to put their own shoes on and smiled proudly as they receive praise for their efforts. Children confidently access toys and resources from low-level storage. They access their own drinks throughout the morning and feed themselves at lunchtime. Some children use the bathroom independently and are becoming competent at washing their own hands.

Care and Development

Good

The child minder has purposeful policies in place, which promote the children's safety and well-being. She considers the risks associated with trips and outings. She has procedures to safeguard children and appropriately and confidently responds to child protection scenarios. The child minder promotes children's health successfully. She prioritises children's well-being and safety; ensuring the children had enough to drink and gave safety messages about using a knife for cutting fruit. She holds current first aid and food hygiene certificates. There are good systems in place to record accident/incident and medication administration. Effective hygiene practices are in place, with regular cleaning routines. For example, the child minder supports children when washing their hands prior to lunch time. Nappy changing procedures are appropriately followed.

The child minder has an effective behaviour management policy in place. She uses a range of positive management strategies competently. Behaviour management is a real strength of the childminder. She praises children for their good behaviour and encourages good manners. For example, we heard the child minder say, "*Good boy*" and "*Well done, that was good sharing*" throughout our visit. The child minder encourages children to share appropriately with each other, calmly reminding to take turns or defer the situation by offering an alternative toy. The child minder is kind and shows love and affection towards the children. When a child came for a hug, she told them "*I love you too lovely*"

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. She confidently varies the language she uses in discussion with each child, carefully considering their age and stage of development. The childminder engages in play with the children but is also mindful of letting the children have their own space when they are engaged with their own tasks. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend learning. The child minder makes a conscious effort to use Welsh and has plans to attend evening classes to develop her confidence in using the language. She sings Welsh songs with the children when washing and drying their hands.

Environment

Good

The child minder ensures that the environment is safe, clean, and well maintained indoors and outdoors. The child minder keeps the front entrance door locked and keeps a record of the visitors to the premises. The outdoor area is on different levels, and the child minder carries out a risk assessment prior to children having access. She practises fire drills at suitable intervals, and these are recorded. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. For example, she watched and provided guidance for children using the garden steps. She completes thorough risk assessments for the environment and takes action when repairs are needed.

The premises is welcoming and accessible to all. Children benefit from a dedicated playroom which is homely, bright, and engaging. Within the main playroom, there are low-level furniture and accessible storage containing toys and resources with floor space to play. Children can easily access a downstairs bathroom which is clean, well maintained and child friendly. The childminder uses the outdoor play space most days. The resources include a sand pit, a slide, climbing frame, see-saw, hoops and balls.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the playroom and general environment promotes children's independence. The child minder regularly refreshes and renews the resources in line with what children enjoy. She makes sure that the children have access to a wide range of equipment that suit their age and stage of development. Diversity is encouraged through a wide selection of books and learning about festivals from different cultures, for example Diwali and Chinese New Year. Engaging and interesting age-appropriate resources are available for older children who access the provision after school.

Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required records. The child minder has up to date documents and certificates such as public liability insurance and is registered with the Information Commissioners Office (ICO). A statement of purpose is in place which provide those who use the setting with an accurate reflection of the service provided. The child minder has a range of beneficial, easy to read, policies in place. The child minder is suitably qualified and has a clear vision for her service. She has a strong culture of continuous personal development; this is particularly evident when considering her training record. However, she has not completed the Prevent Duty training.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements to the service. The report confirms that parents and children are happy. The child minder reflects on her provision and plans for the coming year.

The child minder promotes positive partnerships with parents and other professional childminders. She keeps parents up to date regularly through verbal and private messages. She is flexible and provides support to parents who require additional support and reassurance. She regularly discusses the children's development with parents for example and will identify areas to further develop. The childminder makes good use of her local community and environment engaging in interesting and stimulating trips which will benefit the children's development and learning. For example, using the local library, beach, and soft play areas with other child minders in the area, who are also named as persons in the event of an emergency.

People who use the service give very positive feedback. They tell us, "*The childminder provides fun and stimulating activities. She is a brilliant childminder; my child is always very happy to go to her.*"

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To complete the Prevent Duty training.

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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