



Inspection Report

Beverley Raymond

Haverfordwest



Date Inspection Completed

24/08/2022

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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	28 April 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

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

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

Summary

Children are very happy and relaxed in the care of this child minder. They know that their needs will be met. They experience a good sense of belonging and have fun with the child minder and her assistant.

The child minder knows the children well and effectively meets a range of needs. She ensures that children experience a range of play and learning opportunities. She keeps children safe and supports them well to manage their behaviour in a calm environment. The child minder regularly updates her training in relation to childcare practice.

The environment is very clean, safe, and welcoming. It allows children to move around confidently and meets the needs of children of different ages. The indoor and outdoor environment, as well as the resources contained within them, allow children to experience a range of engaging activities.

The child minder manages her setting appropriately and implements a range of suitable policies. She is developing her practice in relation to employing a member of staff. She makes regular improvements to the setting and parents are extremely happy with the care that the child minder provides.

Well-being

Good

Children are confident that their feelings, likes and dislikes will be considered. Children confidently and independently move around the child minder's house, and they can follow their own interests. They choose what they want to play with, and babies can follow their own routines. Older children told us that they would be able to speak to the child minder and her assistant if they were not happy about something, and they chatted to them in a relaxed and open manner.

Children have a good sense of belonging. They form positive bonds with the child minder and her assistant. Older children have lots of fun, chatting and joking with adults and their friends. Younger children seek comfort from the child minder, when they need it, approaching her for cuddles and to sit on her lap. Babies are content and settled when they wake from a nap as they can come around in their own time and they have their personal items for comfort.

Children manage their behaviour with little support, and they co-operate well with adults. They have a say in the rules of the service, and they listen to the child minder when she asks them to do something. Children are sensitive to the needs of others, and they form friendships. Older children play with younger children, who are very fond of them. For example, an older child sang 'The Wheels on the Bus' with a younger child who was clearly delighted with this.

Children enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. The range of activities is evident from photographs displayed at the setting and include baking, painting and playing on the beach. During our visit, children played energetic games in the garden and also completed quieter activities such as reading, playing board games and doing jigsaws. Children are actively interested and engaged in their play and learning. They are eager to show or talk about what they had been doing. For example, children proudly showed us their paintings and building-block creations and they showed their tennis skills in the garden.

Children have opportunities to develop their individual skills through play and the daily routine, including some opportunities to develop their independence skills. For example, they access toys and resources independently and go to the toilet independently. They were able to retrieve extra resources from a storage cupboard when the child minder said, "*Do you want to play play-dough?*"

Care and Development

Good

The child minder successfully keeps children safe and healthy. She has an appropriate understanding of her responsibility in relation to child protection and both the child minder and her assistant have completed up-to-date safeguarding training. The child minder also completes regular training in paediatric first aid and food hygiene. The child minder and her assistant follow good hygiene processes in relation to keeping surfaces clean and ensuring that children wash their hands regularly and thoroughly. The child minder mostly follows Public Health Wales guidance in relation to nappy changing, by wearing gloves and cleaning the changing mat but at the time of our visit, she did not wear an apron. The child minder ensures that she follows suitable policies in relation to accidents, pre-existing injuries and medication and keeps good records regarding these. The child minder works closely with families and professionals to successfully meet specific health needs of children. She supervises the children well including monitoring them when they sleep. The child minder actively promotes a healthy lifestyle. She provides healthy snacks to children and encourages them to drink water regularly. She confirms that the local authority is aware that she heats children's food if needed and she safely stores children's lunches, provided by parents. The childminder ensures that children have regular opportunities to play in the outdoors.

The child minder and her assistant successfully support children to manage their behaviour. They interact warmly and positively with children and are good role models. The child minder implements positive behaviour strategies, such as regular verbal praise and she ensures they are all engaged. She knows the children in her care well and is sensitive to the needs and experiences of individual children. She speaks with them at an appropriate level for their age and understanding and creates a fun and relaxed atmosphere.

The child minder provides a good range of play and learning opportunities for children and supports them to pursue individual interests. For example, older children brought favoured resources from home, and she supported them to be able to use them, whilst also ensuring that other children had similar opportunities. The child minder supports children appropriately to develop their skills, by guiding and prompting them. She tracks younger children's development and ensures that they have opportunities to develop a range of skills. She provides verbal feedback to parents on their children's skills development. She ensures that she provides activities which are age-appropriate and engage the children. For example, older children played with small-piece construction toys and younger children engaged in role-play with dolls and games with the child minder. The child minder uses some incidental Welsh with the children such as vocabulary for numbers and colours and she displays some visual prompts for vocabulary to support her practice.

Environment

Good

The child minder provides a safe environment for children's care. She ensures that the environment is very clean, well-maintained, and secure. The door to her home is kept locked, the back garden is secure and there are stair gates in place where needed. There are basic risk assessments in place and the child minder ensures that she amends measures to reduce risk, as necessary. For example, she arranged for a gate to be put in place to stop children having access to bins in the garden and she put a small lock on the outside of the toilet door so that a toddler could not access it. The child minder keeps her home well-ventilated. She ensures that safety checks are conducted regularly, as required, such as an annual service of the heating system and regular checking of the smoke alarms in her home.

The child minder provides a welcoming environment that effectively meets children's needs. She provides a playroom which is brightly decorated and provides suitable space for younger children to play and relax. Older children can play in the kitchen and use a large table which allows them a space away from younger children to play with resources that are suited to their age. The toilet is situated to allow easy access for all children and has a step to ensure that younger children can access it independently. The child minder provides a very suitable outdoor area which has been planned and resourced for children's play. This area has been further improved in recent years, including extending the sand pit and installing an outdoor cabin for children's play. The children have access to sensory play with sand, water, and natural objects as well as access to sports equipment such as balls, shuttlecocks, and racquets. The child minder also ensures that children have regular experiences in the local area. For instance, she takes them on trips to local woods, beaches and parks.

There is a good range of resources for different age-groups and interests. The child minder rotates the resources to provide access to an even larger range of resources. There is a list of the resources that are stored upstairs that children can request if they wish. Children know where to find resources and can access most of these. Children had to ask the child minder when they wanted their bags, but the child minder told us they were stored out of reach for safety reasons, so that she could monitor items that were brought out.

Leadership and Management

Adequate

The child minder operates her setting in line with a range of suitable policies and a statement of purpose which is an accurate reflection of the service she provides. She states that her aim is 'to make (children) feel valued, safe & confident in my setting' and we saw this in practice. The child minder updated her complaints and safeguarding policies following our visit, bringing all policies, that we viewed, in line with regulations and national minimum standards. She updates necessary checks, certificates, and insurances in a timely manner, and she further updated the car insurance following our visit to ensure it covered business use. The child minder has good record-keeping procedures in relation to attendance records and records of children's personal details.

The child minder is developing her practice in relation to employing a member of staff. At the time of our visit, all relevant information and documentation regarding her assistant's suitability was not in place but she confirmed that she had addressed this following our visit. The assistant has been working with the child minder for less than a year and so is not due to have undergone an appraisal yet. The child minder and her assistant communicate effectively through the day to ensure that they meet children's needs, and the child minder is familiarising herself with her responsibilities in relation to appraisal and supervision.

The child minder has an appropriate system in place to review the quality of care provided. She considers the views of parents and children. Although the child minder had not identified targets for future improvement as part of the quality-of-care review process, she had made several improvements to the service which demonstrated her commitment to ongoing improvement. For example, she had secured grant funding to buy an outdoor cabin and waterproof outerwear to enable the children to play outdoors in wet weather. The child minder took prompt action in relation to a number of matters we discussed during our visit. She is pro-active in attending relevant additional training where possible. For example, she had attended a range of training in areas such as: providing for children with additional learning needs; the new Curriculum for Wales; and the Welsh language.

There are very good partnerships with parents. Parents are extremely happy with the care provided and the child minder maintains good communication with parents about children's developing needs. She ensures that she reviews contracts with parents regularly.

Recommendations to meet with the National Minimum Standards

R1. Follow Public Health Wales 'Infection Prevention and Control Guidance for Childcare Settings' when changing nappies.

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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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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