



## Inspection Report

**Helen Howells**

**Deeside**



**Date Inspection Completed**

07/05/2024

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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	20 December 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</b>

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

### **Summary**

Children are happy, confident, and settled. They express themselves well and are familiar with routines. They have developed positive relationships with the child minder and successfully interact with those around them. Children enjoy taking part in a range of activities and are active learners. They are encouraged to be independent, and their language and communication skills are developing particularly well.

The child minder follows effective policies which encourage healthy lifestyles and promote children's well-being. She manages children's interactions well and uses a positive, consistent approach when dealing with unwanted behaviour. The child minder is kind, affectionate and nurturing, and responsive to children's individual needs. There are suitable systems in place to monitor children's progress and the child minder provides some opportunities for children to hear Welsh.

The child minder has effective measures in place to ensure the environment is safe and secure. The premises is suitably maintained and homely with a good range of developmentally appropriate resources. Toys are in good condition and meet children's needs and interest levels. The child minder provides regular opportunities for children to access community resources resulting in positive outcomes for children.

The child minder manages her service well and understands her regulatory responsibilities. She is reflective, welcomes constructive feedback and reviews the quality of her care annually. Paperwork and documentation is organised, and she is well qualified and committed to maintaining her own professional development. Partnerships with parents are good.

**Well-being****Good**

Children are confident and express themselves well. They move freely, choosing where and what they want to play with, and their feelings are valued. For example, when children ask to play outside or ask to read specific books, this is respected. Children are encouraged to make choices at mealtimes and select which type of fruit and which flavoured yoghurt they would like to eat. Children's requests are continually listened to and acted upon.

Children are familiar with the setting's routines, such as going to the toilet before they leave to go on a walk and washing their hands before sitting around the kitchen table for lunch. Children are very settled and feel comfortable around the child minder. They smile when they talk to her and enjoy being affectionate. The familiarity of routines and the positive bonds of affection help children feel happy and secure.

Children follow the rules of the setting, are friendly and interact well with the child minder. They are building relationships with each other and know their friends' interests. They laugh, giggle, and listen to one another when making up their own games. Children are learning to co-operate appropriately for their age and stage of development. For example, they share resources such as the balloons and, with encouragement, step to one side to let their friend go past in the ride on car.

Children enjoy the range of activities available to them. They are active learners and like whizzing around the garden on their ride-on motorbike and playing on the climbing frame with their friends. They are eager to look for dandelion leaves and carefully feed them to the rabbit. Children concentrate for lengthy periods and feel proud when they pick up dinosaurs with tongs and sort them into different coloured bowls. They also like quieter activities such as listening to stories and enjoy finding the seagulls, boats, and ice lollies in books, and relating these to their own experiences.

Children's independence is developing appropriately. They are encouraged to do things for themselves such as putting toys away, using the toilet and washing their hands before meals. Children are confident to select the tools and resources they need. The children's language and communication skills are developing particularly well.

## Care and Development

Good

The child minder follows effective policies and procedures which encourage healthy lifestyles and promote children's safety and well-being. For example, the child minder encourages children to regularly spend time outdoors and she offers well balanced food and drink. The child minder has attended safeguarding training and knows what action to take if she has child protection concerns. Registers show the child minder is following the appropriate adult: child ratios. However, she does not write down the children's time of arrival and departure.

Hygiene practices are appropriate with the child minder ensuring the premises and equipment are kept clean and hygienic. She holds both an up-to-date food safety and suitable first aid certificate. Accident and incident forms are completed accurately and shared with parents. Records show there have not been any accidents for some time, so we discussed the importance of recording all accidents, even minor ones.

The child minder manages children's interactions well and uses a positive, consistent approach. She is a good role model, provides praise and encouragement and works hard to develop good relationships with the children she cares for. The child minder gives clear explanations, and she successfully diffuses situations. For example, when children don't want to come in from the garden, she explains that after lunch they can go back out and carry on playing. This results in children doing what they have been asked.

The child minder is kind, affectionate and nurturing. She is responsive to children's individual needs and knows many of the children's families well. She provides beneficial experiences for children to develop a range of skills. For example, she plans activities to celebrate themes such as Mother's Day, Easter, and Christmas. The child minder is skilful in developing children's speaking and listening skills. She regularly reads stories to them which develops language and helps them understand new concepts. She encourages them to notice pictures in books, understand words, and she promotes opportunities to talk through creative and problem-solving activities.

There are suitable systems in place to monitor children's progress. For example, the child minder completes 'I can do' sheets for each child and records the date children achieve specific milestones. But these have not been linked to the Developmental Pathways which is the most current framework for ensuring quality provision for children from birth to 3 years.

The child minder provides some opportunities for children to hear the Welsh language through modelling a few key Welsh phrases and numbers.

## Environment

Good

The child minder has effective measures in place to ensure the environment is safe for children. The premises and the garden are secure and welcoming. Risk assessments are reviewed regularly and contain appropriate control measures to minimise risks. The child minder also completes daily checks of the home and ensures utility safety checks are up to date. Fire drills are carried out at regular intervals and are recorded, ensuring children know how to evacuate the premises in the event of an emergency. The environment is clean with appropriate hygiene routines being carried out.

The child minder provides children with a suitably maintained, homely environment. Walls are clean and fresh, and the living room is appropriately organised with toys that are accessible. There is a comfy sofa and cushions for children to sit on and rest if they are tired. The child minder ensures children have easy access to the ground floor toilet, which promotes opportunities to develop independence. She provides liquid soap and encourages them to use their own towels, but this is not always successful with children sometimes reverting to the general towel. Patio doors lead out on to a garden which is used regularly. There are a range of toys to develop children's skills. For example, the child minder encourages children to develop their gross motor skills by using ride on toys. The climbing frame and slide promote balance, co-ordination, and problem-solving skills. She also teaches children how to look after the pet rabbit. This opportunity has allowed children to observe the rabbit regularly and gain first-hand knowledge about what rabbits need to live.

The child minder offers a good selection of toys and equipment that are fit for purpose. They are in good condition and suitable for children's individual needs. The child minder is beginning to use books and dolls with different skin tones to help develop children's cultural awareness. There are a few natural and loose parts toys available which promote children's curiosity.

The child minder provides regular opportunities for children to access community resources such as toddler groups, parks, and woods. These experiences can boost children's confidence and self-esteem, by giving them opportunities to explore, interact and learn from others and the world around them.

## Leadership and Management

Good

The child minder manages her service well. She is organised, ensures the service operates smoothly and understands her regulatory responsibilities. The statement of purpose is a comprehensive, up-to-date document which, after a few small amendments, accurately reflects the setting. Policies and procedures are appropriate, followed and reviewed regularly.

The child minder is reflective and welcomes constructive feedback. She has addressed the recommendations from the last inspection, and during our visit she addressed an area for improvement immediately. The child minder reviews the service she provides by collecting views from children and parents which feed into her annual quality of care report. She identifies strengths and targets for improvement to ensure her business runs effectively.

The child minder ensures household members have a current Disclosure and Barring Safety Service (DBS) Certificate. Children's registration records and other documentation is managed well and organised. The child minder is well qualified in childcare and maintains her own professional development. Mandatory training is kept up to date and she shows commitment to attending other training of interest such as Effective and Emotional Wellbeing in the Early Years, Promoting Positive Behaviour and Planning in the Moment.

The child minder keeps parents informed about their child's day through verbal feedback at collection time and by sending regular photographs electronically. She completes individual diaries for the younger children which contain information such as sleep times, food eaten and nappy changes, and these are sent home to parents daily. However, she does not keep her own records of these events.

The child minder has developed good partnerships with parents. We read testimonials from parents speaking positively about the setting. Some of the comments included: '*JoJo provides so much more than a childminding service, she provides a home from home that offers comfort, choice, friendship and love*' and '*We are so happy with everything you do with XXX and the support you give to us all as a family*'.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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	To ensure the child minder keeps a daily record of the children's hours of attendance.

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 ensure the child minder keeps her own record of food given, nappy changes and sleep times.	
To incorporate more natural materials and loose parts items in to children's play environment and to use resources more effectively to teach children about different cultures from around the world.	

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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