



Inspection Report

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Wrexham



Date Inspection Completed

09/05/2024

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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	4 June 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

<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 are confident communicators. They feel happy, safe and develop a positive friendships and relationship with the child minder. Children interact well and develop respect and understanding towards others. They enjoy their experiences and develop a range of skills.

The child minder implements effective policies, procedures, and routines to keep children safe and promote a healthy lifestyle. She is a positive role model and supports children's interactions effectively to help them to develop into good communicators. The child minder has a good knowledge of the children in her care and provides resources and activities to support their learning and development.

The environment is a safe and secure space for children. It is child friendly and has a welcoming atmosphere, so children feel relaxed. There are suitable indoor and outdoor areas for children to access and move around in. The resources provided are good quality and inspiring for the children.

The child minder manages her setting well. She ensures policies and procedures are relevant and reflect current practice. Self evaluation of the care provided is effective in identifying possible improvements that benefit the children. The child minder forms a positive partnership with parents and information about their child is shared regularly.

Children are confident to communicate and share their needs, thoughts, and ideas. They move freely around the environment as they choose where and what they want to play with. Children's interests are considered when the child minder provides resources. For example, children showed they had enjoyed the dinosaurs during a topic, so the child minder had left them out, so they were freely available for children to access. Children confidently express themselves as they ask for drinks and let the child minder know they are hungry, knowing they will be responded to effectively.

Children settle well and happily separate from their parents as they feel safe. They feel comfortable in the environment and develop a positive relationship with the child minder. Children happily approach the child minder for comfort, support or to join in their play experiences. Children know their needs will be catered for and the child minder respects them, helping them to feel valued and develop positive self-esteem.

Children form friendships with their peers. They speak fondly of children who attend on different days as they talk about activities and places they have visited. Children learn respect as they use the resources and facilities appropriately and share the space available so everyone can play safely. Children are beginning to understand the needs of others and show empathy. For example, taking turns when playing and sharing resources.

Children engage in an activity they have chosen as they are able to follow their interests. They focus for an appropriate length of time for their ages and stages of development. For example, when colouring a picture of a caterpillar and noticing they had missed the legs, they went back to complete it. Children show enjoyment as they play, with some excited to share their experiences. For example, a child was keen to share a book with us and talk about what they could see.

Children have access to a suitable range of activities to support their play and learning. They have opportunities to access a suitable range of resources to extend their skills and knowledge. Children are confident to try new things and have a go at being independent, knowing they can ask for support if needed. They feed themselves and those who are able use the toilets and wash their hands independently.

The child minder understands her responsibility to keep children safe. She has up to date safeguarding training and knows the procedure to follow should she have concerns about a child in her care. The child minder has relevant first aid training and effectively records any accidents and incidents appropriately and shares this information with parents. She completes regular fire drills so her and the children are aware of the procedure to follow in an emergency.

The child minder has effective procedures in place to help promote a healthy lifestyle. She provides nutritious snack choices including a range of fruits and milk or water to drink. She provides regular opportunities for children to get fresh air and be physically active. This is done through giving them access to the garden and arranging visits to local attractions.

The child minder has a caring and responsive manner towards the children. She provides care that supports children to develop their self-esteem and become confident to interact. She listens to their attempts at communication, responding to them with understanding and interest. The child minder knows when it is appropriate to become involved in children's play and does so with enthusiasm and respect. For example, asking a child to make her a cup of tea and a biscuit when they were playing in the home corner. She uses effective words and questions to extend children's knowledge during their play. For example, when children showed an interest in the Russian dolls, the child minder used language such as bigger, biggest, and smaller.

The child minder plans appropriate opportunities and provides effective resources to support children's play and learning. She understands child development and keeps up to date on new guidance and initiatives which allow her to support children's development. For example, she had introduced elements of the new curriculum. Most activities are child initiated, which allows children to follow their interests. The child minder completes some planning, so children have access to different activities and resources. For example, they had a topic of caterpillars, so the child minder introduced the book of *The Hungry Caterpillar*, supported by soft toys and gave the children pictures of caterpillars and butterflies to colour. This sparked conversations about cocoons and how the caterpillars change. The child minder effectively records children's development and identifies possible next steps in their learning. She promotes and supports children to be independent through providing appropriate facilities and resources. For example, children who were able were provided with appropriate knives so they could cut the fruit up for snack.

The child minder provides a safe and secure space for children. The external doors are kept locked, and the garden is surrounded by secure fencing. Access to the environment is controlled, ensuring no unauthorised person can enter. The child minder completes appropriate risk assessments on the environment, and this is supported with daily checks to ensure no new hazards have arisen. Appropriate checks are completed to ensure the safety of the environment, including gas and electrical safety checks.

The child minder has created a homely, child friendly environment to care for the children. It is a warm, welcoming, and inviting space for children to play and learn. There is plenty of room for children to move around safely and access resources and areas where they want to play. The rooms are light, bright, clean, and well maintained. There is direct access to an outdoor area which is inspiring and provides different areas for children to explore. For example, a water play area with guttering and an artificial lawn for ball games. There are suitable facilities including toilets and handwashing that are easily accessible for the children. There is a separate room used for sleeping children or when children need some quiet time to relax.

The child minder has ensured the equipment and resources available are child friendly and suitable for the ages and stages of development of the children she cares for. Furniture and storage are of a suitable height so children can be independent and comfortable. Resources are inspiring and help to develop children's interests and skills. For example, a curiosity box where children could explore music, zips, and old phones. The child minder is introducing some natural materials and real-life objects to further enhance the children's play experiences.

Leadership and Management

Good

The child minder is effective in her management of her setting. She ensures all policies and procedures reflect current practice and guidelines and these are reviewed and updated regularly. Her statement of purpose contains the required information and provides parents with details of the care provided so they can decide if it is the right care for their child. All paperwork is stored appropriately and organised well so information is easy to find. The child minder has positive procedures in place to self-evaluate the care she provides. She regularly obtains views from parents and uses strategies to identify the needs of children. These are considered when planning improvements or making changes to the setting and care provided.

The child minder ensures her core training is up to date. This includes first aid and safeguarding. She and any household members over the age of 16 have up to date Enhanced Disclosure and Barring Service Checks (DBS). The child minder regularly attends additional training to support her in providing effective care. For example, training on the new Welsh curriculum and training on using the outdoors and continuous provision.

The child minder develops positive relationships with parents. She regularly shares information when parents drop off and collect their child. Daily updates on the child's day and experiences are shared electronically so parents are kept informed of their child's experiences and development. Feedback from parents about the care the child minder provides was all positive. They said their children were very happy and the care provided was excellent.

The child minder has links with local child minders, and they meet regularly. This allows information and good practice to be shared. She takes the children to local groups, which allow her and the children to socialise. The child minder develops children's sense of belonging within the community by regularly taking them on walks and visits to local places of interest.

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)
	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 increase natural resources that are freely available for children to access.

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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