



## Inspection Report

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**Abergavenny**



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12/06/2024

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## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	22 June 2018
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><a href="#">Well-being</a></u>	<b>Adequate</b>
<u><a href="#">Care and Development</a></u>	<b>Poor</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children have adequate opportunities to make choices and decisions about how they spend their time at the setting. They are happy and settled in the child minder's care and have developed affectionate relationships with her. Children have some opportunities to develop their independence skills.

The child minder is warm and nurturing towards the children. She knows the children well, supports their development. Improvements are required to ensure children are kept safe and healthy.

The child minder provides a welcoming and friendly environment for children, where they can play and relax. An adequate range of resources promote children's play and learning. Maintenance and safety checks for the home are mostly kept up to date.

The child minder manages the setting acceptably. She is keen to improve her skills and the quality of the care she provides. She has a suitable range of policies and procedures in place to support the running of the setting, some require reviewing. Parents spoke highly of the child minder and the service she provides.

## Well-being

## Adequate

Children have adequate opportunities to make choices and decisions about how they spend their time at the setting. They can choose from the toys and activities provided for them. However, children do not have independent access to the playroom where most toys are located, which limits their choice. Children confidently join in with activities which are of interest to them. For example, children and the child minder were playing a letter game together, whilst chatting excitedly about going to 'big school'. The children showed great delight when they had completed all the letters correctly. Children express themselves confidently, as they know their wants, needs and moods will be listened to. For example, emotion pictures on the wall encourage children to chat about how they are feeling that day, sparking lots of conversations. When children shared, they sometimes feel sad, the child minder responded warmly.

Children are happy and settled. They are comfortable in their surroundings, familiar with daily routines and have a sense of belonging. For example, children confidently told us they were going to pick up their friends from school. Children receive praise for their efforts and achievements, which makes them feel happy and valued. Children have formed affectionate relationships with the child minder. Children thoroughly enjoy having a story read to them cuddled up on the sofa with the child minder.

Children are confident to move around the play spaces available to them. They enjoy their play and benefit from an appropriate selection of play and learning opportunities. Children show interest in what one another are doing. They are fully involved in their activities for an appropriate length of time in line with their age and stage of development. For example, younger children repeatedly opened and closed the door of the play car for a significant period, re-visiting their game many times during their time in the garden.

Children have a few opportunities to develop their independence skills, enabling them to do things for themselves. For example, older children use the toilet independently, washing and drying their hands. Children of all ages help to tidy up after play.

## Care and Development

Poor

The child minder has ineffective practices to keep children safe and healthy. While she has a range of policies and procedures which promote children's health and safety, she does not always follow her policies, and some require updating. For example, the safeguarding policy and procedure does not include all the required details. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The child minder has appropriate systems in place to record accidents, incidents, and the safe administration of medication. However, records viewed showed that these are not always completed or accurately recorded. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder has completed a few written risk assessments to manage potential risks within the home. However, these do not include all identified risks and the measures to reduce them are not always followed. For example, the gates in the outside play area are not secured appropriately to ensure children cannot leave the area or access areas which pose potential risks to children. The child minder administers first aid to children. She does not wear gloves or wash her hands before or after administering first aid. This is having an impact on children's health, safety, and well-being; we have therefore issued a priority action notice. The provider must take immediate action to address these issues.

The child minder does not provide food at mealtimes and asks parents to provide this. The child minder sits with children while they eat promoting a relaxed and social atmosphere. However, she does not follow robust procedures in line with guidance and recommendations made by the Food Standards Agency. For example, the child minder does not wash her hands before preparing food or routinely record fridge temperatures where children's food is stored. She takes basic measures to ensure the safety of any child who has allergies and intolerances.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She is patient and offers reassurance when needed. The child minder knows the children well and is considerate when meeting their individual needs. However, the child minder does not always ensure children's personal care needs are met in a timely manner. For example, a child waited for a period of time before having their nappy changed. The child minder carries out worthwhile observations and assessments to track children's progress. She uses these to plan activities to support children's next steps effectively. The child minder implements a positive approach to behaviour, where children are celebrated when they are kind and caring to their friends, which helps promote their self-esteem and self-confidence.

## Environment

**Adequate**

The child minder provides sufficiently secure environment, where children can play and relax. She keeps accurate records of children's attendance. The child minder ensures maintenance checks for the home and appliances are mostly up to date. Regular fire drill practices ensure children know how to leave the premises safely in the event of an emergency. However, the child minder does not always ensure fire safety equipment in the home is checked in line with her written procedures and Welsh Government's Fire Safety: guide for child minded premises. The child minder transports children in her own car and holds the required insurances. Child car seats are used to transport children safely.

The child minder provides a welcoming, home from home environment for children. It is light, bright, and has adequate space for children to play and learn. Children have use of the family living room, dining room and a playroom. The playroom also provides a space for younger children to sleep in a travel cot and a bathroom which supports older children's independence. Children eat in the dining room at the family's table and chairs. Highchairs are used to support younger children when eating. The child minder provides safety gates to prevent children independently accessing rooms and the upstairs of the house. Due to ongoing building work taking place at the child minders home a small area of the garden has been sectioned off to enable children to have safe access to the outside space. The child minder has considered the safety and suitability of this area via the use of temporary gates and fencing. Gates are also used consistently to ensure children do not access parts of the garden where they may come into contact with the child minders family dogs. The child minder ensures children also access the local community most days, attending various community groups and accessing the local park with the child minder.

The child minder provides an adequate range of toys, books, and games. They are of suitable design for the age of the children and in good repair. They are well organised and accessible to children. Resources are stored in the playroom on shelving units in concealed boxes at a level where children can independently access items or ask for support when accessing the playroom.

## **Leadership and Management**

**Adequate**

The child minder provides an adequate service to the children and parents who attend the setting. She is keen to improve her skills and the quality of the care she provides. A suitable statement of purpose accurately reflects the service offered, enabling parents to make an informed choice. The child minder has an adequate range of policies, procedures, and documentation to support the management of the setting. Some require reviewing to ensure they include up to date guidance, fully reflect the service offered and procedures followed. For example, the 'not collected child' procedure does not detail the timeframe the child minder will wait until taking the necessary steps to inform the Local Authority Safeguarding team. The operational plan does not clearly detail the procedures the child minder follows when managing her service such as in relation to the family pet dogs when children are present or how she transports children safely. Contracts are signed and exchanged with parents prior to a child starting at the setting and any amendments are recorded. Parents complete permission forms giving their consent for the child minder to administer emergency first aid.

The child minder reviews the quality of her care annually and produces a suitable report. The review considers and includes the views of parents and children. A few actions are identified as areas for development. The child minder has undertaken the required mandatory training courses within the required times scales such as, paediatric first aid and safeguarding. The child minder has also attended further training in other areas. For example, Additional Learning Needs, which has extended her knowledge to be able to better support children in her care. All household members over the age of sixteen years have up to date disclosure and barring service checks (DBS).

The child minder understands the importance of working in partnership with parents, ensuring the children in her care receive the correct support to meet their individual needs. She communicates with parents verbally and via a social media app. Parents we spoke with were highly complementary about the setting.



### 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
25	The child minder must ensure they identify, address, and monitor all potential risks in the environment, including ensuring all fire safety measures are maintained regularly in line with their written procedures. The child minder must follow robust infection control practices in line with current guidance.	New

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
22	The child minder must ensure there is a clear safeguarding policy in place which is in line with the National Minimum Standards and Wales Safeguarding Procedures. They must ensure they are knowledgeable and confident when implementing these procedures.	New
30	The child minder must ensure records such as accident, incident and medication records are completed and include all the required details.	New

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 7 - Opportunities for play and learning	Ensure children's independence is promoted.
Standard 12 - Food and drink	Ensure Food Standards Agency and Environmental Health requirements are complied with.
Standard 8 - Nurture and well-being	Ensure care routines are responsive to children's individual needs.
Standard 14 - Organisation	Review policies, procedures and documentation to ensure they fully reflect up to date guidance and clearly detail procedures followed.

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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