



## Inspection Report

**Amanda Young**

**Newport**



## **Date Inspection Completed**

01/10/2024

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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	3 April 2019.
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children are happy and they enjoy their time at the service and confidently choose from the available activities. Children are confident to communicate their needs and are beginning to form friendships and learn positive social skills. They have formed a warm relationship with the child minder.

The child minder supports children in a kind and positive manner. She is aware of her responsibilities in keeping children safe and promotes healthy habits. The child minder uses effective methods to manage interactions, providing nurturing care and encouraging positive social skills. She knows the children well and plans effectively to meet their individual needs.

The child minder ensures the property is welcoming and safe and provides a good range of toys and resources. She completes regular safety checks and has effective procedures in place to ensure hazards are managed effectively. The child minder provides a wide range of opportunities for children to explore sensory materials, helping them to learn about the world around them.

The child minder manages her service well and understands her regulatory responsibilities. Her partner is also her assistant, and they work well together. The child minder ensures both her and her assistant's training and suitability checks are kept up to date. Parents are kept well informed about their children's development and of any changes to the setting.

Children are happy, settled and have formed positive relationships with the child minder, her assistant and with each other. They move around the setting freely and confidently following their own interests. They are eager to share their experiences with the adults who look after them. For example, they enthusiastically show the child minder the toys they have chosen and excitedly point out things that interest them.

Children feel secure and are confident in their surroundings. For example, enthusiastically chatting as they dress up pretending to be firemen pointing a toy extinguisher and making "Psshh" sounds as they hose down their toys. They invited us to join in this activity, offering us the helmet to wear. Children are confident to approach both adults for comfort and are provided with positive words of encouragement and hugs when needed. For example, they approach the assistant for cuddles after they had received them from the child minder. They seek reassurance when they are tired or feeling frustrated and know this will be quickly provided.

Children are beginning to form friendships and are developing positive social skills. They are happy to take turns and share toys with only a few gentle prompts from the child minder. For instance, two children took turns to play with a particular white coloured toy pony, waiting patiently while chatting to other children as they waited for their go. Children are eager to involve their friends and the child minder in their play. For example, they pulled out a small suitcase and sat inside it and filled it with some dolls. They told the child minder, "*We are going on the train on holiday, do you want to come? Oh no you can't fit in it*". They all laughed as they realised the suitcase was full.

Children enjoy their time at the setting and are eager joining in with activities. For example, they engage well when making shapes with the playdough. This extended into making volcanos and talking about eruptions. Younger children have good vocabulary, using words such as "Lava" to describe what they were making with the help of the assistant. Some children chatted happily during lunch time talking about their day. After lunch they settled down to play with small world toys. They asked to play with an activity that the assistant had taken from the higher shelf. They listened to the adult when reminded that the smaller toys remained in the box because the younger child was playing in the room. They accepted this and an older child reminded the rest "*Yes babies might eat them and that's not good is it?*". Children concentrate well and persevere with tasks which they find more challenging. For instance, they remained focused while helping the child minder to clear the tables to get ready for lunch. They carefully emptied the play dough into a tub as the child minder wiped the table clean.

Children have a good range of experiences and spend time outdoors. We were told they use the garden as often as possible when the weather permits and have regular trips to local playgrounds and places of interest where they have opportunities to develop physically and socially.

## Care and Development

Good

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She has ensured both adults have up to date safeguarding training and can describe the correct procedures to follow should they have any concerns about a child in their care. They have up to date Paediatric First Aid training, meaning both adults are prepared to deal with any accidents or emergencies which may occur. We viewed accidents records and noted that when transferring the records to an online system some parental signatures were omitted. The child minder ensures children know how to exit the premises quickly and safely in the event of an emergency by ensuring they practise regular fire drills. These practices are recorded in a dedicated logbook.

The child minder promotes healthy habits; she ensures children have sufficient opportunities to develop their physical skills and spend time on outings in the fresh air. She ensures children have access to their water bottles throughout the day, promoting good hydration. The child minder promotes good hygiene by encouraging children to wash their hands when appropriate and ensures they have paper towels and wipes to prevent the risk of cross infection. She follows effective hygiene procedures during nappy changing and when handling food.

The child minder has built positive relationships with the children. Both adults speak with them in a kind and friendly manner and deal with any unwanted behaviour calmly and fairly. They use positive methods to redirect children if they begin to show any unwanted behaviour. For example, the child minder gently but clearly communicates the expectations for sharing and behaving appropriately during activities and she distracts and redirects children if they start to behave inappropriately. The behaviour management policy outlines the practices seen during our visit.

The child minder plans a range of activities in line with children's individual interests and developmental needs. She tracks their individual development using dedicated developmental tracking sheets, which she uses to record when children have attained different skills. She also collates samples of children's work and photographs to create individual learning records, which are shared with parents. Parents are kept up to date with information about their children's progress through an app and verbal feedback at the end of the day.

**Environment****Good**

The child minder provides a clean and safe environment for children. Doors to the premises are locked while children are present, and visitors are required to show identification on entry. The child minder utilises the front of the property for child minding, but we did not observe children playing outside during the inspection. Accurate records of children's attendance are recorded each day. The child minder monitors and responds to any potential hazards in a timely manner. For instance, she completes daily checks of all areas, toys and resources and addresses any issues that may arise. All potential hazards and the steps taken to minimise or eliminate these hazards are outlined within written risk assessments.

The child minder provides a welcoming and friendly environment. Children have access to a playroom, hallway and kitchen dinner. The lounge area is used mainly for younger children who need quiet time or sleep and rest periods. This allows the rest of the group to have plenty of space to move around freely and explore the available activities. The child minder provides a good range of age-appropriate toys and resources, including animal figures, wooden train sets, jigsaws, toy vehicles, construction toys, arts and craft materials. Toys and games are well organised, and some are stored at low level so children can reach them independently. There are also comfortable sofa and cushions so children can relax and spend quiet time reading from the wide variety of books if they want to. We were told that children have daily access to the garden area, which provides space for children to play. We noted that resources were in the garden were limited. It is an area that the child minder intends on developing,

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler steps in the bathroom so children can use the toilet and wash their hands independently. The child minder told us she rotates toys regularly to ensure children are provided with a variety of different experiences. All toys and resources are clean and in good condition. A good range of sensory and natural materials are provided for children to explore, enabling them to use their senses and learn about the world around them.

## Leadership and Management

Good

The child minder has a good understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. These policies are reviewed and updated regularly so they contain correct information. However, policies such as lost child and uncollected child policies were limited. They did not include the contact details for the local safeguarding board and Care Inspectorate Wales (CIW). The child minder has a detailed statement of purpose, which gives a clear and accurate description of the setting. This enables parents to make an informed decision about whether the setting can meet theirs and their child's needs.

The child minder regularly seeks feedback from parents and children. She outlines some of the improvements made to date and those planned for the next year within a detailed annual quality of care review report. Parent feedback questionnaires show they are very happy with the setting and the care provided to their children.

The child minder ensures that her own as well as household members' Disclosure and Barring Service (DBS) check are valid and up to date. She ensures CIW are notified following significant incidents or changes to the service as required by the regulations. Both adults hold first aid and safeguarding training, and these are up to date in order to maintain a good understanding of current best practice in these aspects.

The child minder has developed positive relationships with parents and shares information effectively. Records provided show the child minder gathers all required information about children prior to them attending. This allows her to plan effectively and to work with families in order to meet children's individual needs. Parents sign to show they have received and understand all the service's policies prior to their child attending. The child minder ensures children have opportunities to learn about the community in which they live by spending lots of time visiting the local areas, such as parks, places of interest and local toddler groups.

### 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.

### Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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	Improve systems to ensure parents signatures are recorded for all accident and injury record.
Standard 23 - Equipment	Improve outdoor play area to include more resources and activities for all ages.
Standard 5 - Records	Ensure policies for lost children and uncollected children include a brief timeline and include CIW and safeguarding contact details.

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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