



Inspection Report

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Newport



Date Inspection Completed

14/05/2024

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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	9 August 2018
Is this a Flying Start service?	Yes
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>	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 happy, have lots of fun and thrive in the child minder's care. They have excellent relationships with the child minder and her family and strong bonds with other children. Children are confident communicators and frequently make decisions about their care and play. Children progress well in their development through skilful support from the child minder and stimulating activities that she provides to respond to their interests.

The child minder fully understands her responsibility for keeping children safe and has good procedures in place. She has recently reviewed some policies and procedures to underpin her practice and is implementing these well. The child minder provides warm, responsive care and manages interactions positively and in an engaging way. The child minder plans a very good variety of play and learning opportunities to meet all children's developmental needs.

The child minder maintains her home very well, with safety aspects fully considered, providing a safe and welcoming environment. She makes effective use of available space. The rear garden is large, and she provides interesting activities for children outdoors. The child minder provides very good resources and equipment to meet the needs of all children.

The child minder is well organised and provides a very good service for both children and parents and implements her statement of purpose well. The child minder carries out an annual review of her setting. Parents speak highly of the child minder and say how much their children enjoy going to the setting.

Children are free to make choices and decisions. They choose what they would like to do as most toys are easily accessible. They express themselves confidently and approach the child minder for general conversations and to ask for help. They know their ideas, wishes and choices are listened to. For example, we saw them asking the child minder for extra resources and for help within their play. They take pride in their achievements, showing their play dough creations and smiling broadly as they are praised. They are enabled to voice their opinions and good questioning throughout the day encourages them to make informed decisions about their care.

Children are extremely happy and settled at the setting. They chat readily to the child minder about their families and school, giving them a sense of belonging. Children are enthusiastic to show or talk about what they have been doing, demonstrating high self-esteem. They enjoy the spontaneous praise they receive for succeeding or trying an activity. They laugh as they are tickled when they get their feet painted to produce a whale. Children readily seek out affection and support from the child minder, showing they are clearly comfortable in her care. They know the daily routine well, with one child pointing to the pushchair after lunch, as they were tired and ready to nap.

Children interact well and are learning successfully to listen and engage with the expectations of the child minder to keep themselves safe. This includes eating and drinking at a table, not climbing, or running indoors, and looking after the toys by tidying them away when they finish using them. Children are considerate of the wishes and feelings of others and respond positively to gentle reminders to share, take turns and use kind hands. They know other children who attend well and showed excitement when it was time to pick their friends up from school.

Children enjoy their time at the setting. They engage in activities that they are interested in for an appropriate length of time and are active and curious learners. Children have time for uninterrupted play and persevere to complete tasks. For example, a small group co-operated to build the train track, adding pieces, and looking for the trains they wanted to put on it. They spent time turning pages of books, smiling, and taking them to the child minder to read the story. They enjoyed playing in the garden with balls and riding on the trikes.

Children thrive and make good progress in their learning and development. They take the lead in their play and actively follow their interests. For example, one held a tambourine, shaking it confidently and smiling as others joined in his music. Children have great fun while learning and make big strides in their speech and language, for example repeating words with the child minder. They are developing good levels of independence. Children can access the toilet independently, feed themselves snacks, access equipment, and follow directions, such as to wash their hands at appropriate times.

Care and Development

Good

The child minder is very experienced and ensures she promotes children's health and well-being well. She has completed an extensive range of training in childcare and play work and all mandatory training is up to date. She seeks out training to support her with any individual care needs. There is a child protection policy in place and the child minder has up to date training in safeguarding. Discussions with the child minder evidenced that she is aware of the procedure to follow if she has any concerns for children's welfare. She has reviewed her safeguarding procedure to ensure it clearly outlines what to do and refers to the revised Wales Safeguarding Procedures 2020. The child minder promotes healthy lifestyles, providing the children with fresh drinking water, accessible to them in their own drinking containers, and encouraging children to eat the healthier elements of their packed lunches first. The child minder has a food hygiene certificate and provides a cooked tea. She has not considered the Welsh Government Food and Nutrition Guidance for Childcare Providers regarding the nutritional content of food provided. The child minder completes accident, incident, and medication records well. She practices fire drills with children regularly and records them appropriately.

The child minder manages children's behaviour well. She has a behaviour management policy in place, which identifies positive methods to manage children's interactions. The child minder is respectful of children's needs, and she provides children with clear boundaries within her home. She is consistent in her approach and shows regard for individual children and their age and stage of development. The child minder encourages children to take responsibility for their own behaviour. She consistently explains to children, the risks of them falling on discarded books or throwing a toy. She is fair and firm when addressing minor disagreements between children.

The child minder provides a caring environment and is responsive to children's needs. She knows the needs and preferences of the children in her care very well. The child minder monitors children's developmental milestones effectively and provides activities and opportunities to support them to reach their full potential. She plans for an interesting range of play and learning experiences for children, including visiting many places and groups in the community. Activities support children to develop speech and language skills, as well as other fine motor skills such as cutting and sticking materials. She facilitates some activities that reflect a diverse cultural society as well as Welsh cultural events such as St David's day. The child minder provides basic opportunities for children to use the Welsh language and displays Welsh words in the playroom. She does not provide the Active Offer of the Welsh language.

Environment

Good

The child minder ensures her home is safe and secure. She is confident in how to keep children safe and told us how she uses the car to transport children safely. She has good written risk assessments in place showing how she manages risks in the environment and safety equipment is in place where required. The child minder keeps doors and gates locked appropriately and keeps a record of visitors in her daily diary. She ensures the premises are maintained to a high standard and the heating system is serviced annually.

The child minder ensures internal space is child friendly and uses it well to provide a good range of activities for children. She uses the downstairs rooms only. She has set up the front lounge as a playroom to afford children a good degree of independence with many resources stored at a low level for easy access. The child minder has comfortable seating in the playroom for children to relax and there are suitable eating facilities in the conservatory. The layout of the rooms and garden allows the child minder to provide good levels of supervision even when preparing food in the kitchen. Children can access the downstairs toilet easily and with varying degrees of support. She provides appropriate nappy changing facilities. The child minder has a large rear garden that is set up with interesting activities. She provides areas of shade to protect children from the sun. The child minder has a front driveway that provides safe access for children when using the car.

The child minder ensures the children have access to a variety of good quality, play and learning resources. For example, dolls, construction sets, arts and craft and small world play. She has many books, including some in the Welsh language. The child minder has a wide variety of outdoor equipment including ride on resources and basketball hoop. She stores many other resources in the garage. Children enjoy playing on the numerous ride-on toys, providing good opportunities to develop physical skills.

Leadership and Management

Good

The child minder is experienced in her role and is committed to providing a good service. The child minder has a clear and up to date statement of purpose that outlines the service she provides, allowing parents to make an informed choice about the suitability for their child. She has developed useful policies and procedures, some of which she has recently updated to reflect changes to legislation. The child minder maintains daily records such as attendance registers well. She has recently registered her setting with the Information Commissioner's office and is aware of confidentiality and data protection laws.

The child minder has a basic process in place to review the quality of the setting. She regularly asks for the views of children and parents, using their feedback to ensure she meets the needs of the children, and acts on any improvements that are identified by her review. She produces a report of the findings of her annual review, but this does not reflect the views of service users or provide her with an action plan of what improvements are required.

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. The child minder ensures she updates all mandatory training such as paediatric first aid and child protection regularly. She maintains Disclosure and Barring Service (DBS) checks for herself and relevant household members, although at the time of inspection one DBS was more than three years old. They applied for a new one immediately, therefore we have not issued a priority action notice on this occasion.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. The child minder keeps all parents suitably informed of children's day to day care via secure social media and through daily verbal information. The child minder has established good relationships with the local authority and other child minders in the area, providing her with a network of support. She is a member of a child minder support organisation that she can contact for support and assistance if required.

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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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 12 - Food and drink	If children receive meals and/or snacks ensure they are nutritionally balanced following recommendations in Welsh Government's Food and Nutrition guidance for childcare settings
Standard 13 (Child Minder) - Suitable Person	Ensure that disclosure and barring service checks are updated every three years.

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)
Expand the quality of care annual report to reflect the views of parents and children, and include a clear action plan of how they intend to meet any improvements identified.

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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