



## Inspection Report

**Donna Brown**

**Pembroke Dock**



**Date Inspection Completed**

03/09/2024

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## About the service

Type of care provided	Child Minder
Registered places	4
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 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.

<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 quite at home and enjoy their time with the child minder. They feel very safe, happy, and are attentively supported as they settle into new routines. They play freely, are contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the selection available. They have positive and affectionate bonds of attachment with the child minder and her family members.

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She is kind and caring towards the children. The child minder prioritises the children's well-being and patiently tends to their needs. She knows the children well which enables her to meet their individual needs effectively. She offers a range of free play opportunities and some planned activities for children to access independently or with support.

The child minder ensures the environment is safe, clean, and well maintained. The premises are homely, welcoming and organised. The child minder provides an adequate range of resources, which provide opportunities to develop children's play and learning.

The child minder is motivated to running a quality provision and has worked hard to address all recommendations identified at the last inspection. She has a beneficial range of policies and procedures in place. Communication with parents is effective. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting.

Children are quite at home with a child minder who is caring and nurturing. They feel comfortable to express themselves through verbal and non-verbal communication. Children's requests are quickly responded to. For example, a child requests a drink and is quickly attended to. Children have opportunities to make choices and decisions. For example, they play freely and make choices about the toys and activities they engage with. Children confidently interact with us as visitors to the child minders home.

Children's needs are prioritised by a childminder who is attentive and reactive to their signals and expressions. For example, children who were unsettled due to being new to the childminder's care, were given lots of cuddles and attention. Children who had been with the childminder for longer were clearly comfortable in their surroundings and familiar with daily routines. Children are forming affectionate and positive bonds with the child minder and her family members. Children clearly enjoy and benefit from the company of the child minder's daughters who were both delightful and gentle in their interactions with the children.

Interactions between the children and the child minder are consistently positive. Children show that they like and trust the child minder by turning to her for cuddles and comfort when they are upset. Younger children are starting to show interest in each other and an older child shows they are gentle when close to younger children. Interactions between the children are in line with their age and stage of development.

Children confidently choose activities and toys that interest them. They enjoy their play and learning. For example, one child showed enjoyment and sustained interest when playing with a picnic set. They set out the picnic and chat to the child minder and her daughter whilst playing, clearly immersed and enjoying their play. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. They can choose when to relax and have quiet times. For example, after play one child decides to have a cuddle and relax on the sofa in the playroom resulting in a nap following their busy play session.

Children have some opportunities to develop their skill of independence in line with their age and stage of development. For example, they confidently choose and access toys and activities they wish to engage with. There were some missed opportunities to further develop independence, particularly around mealtimes. For example, children were fed their yogurt by the child minder rather than having a go at feeding themselves.

## Care and Development

Good

The child minder has a range of useful policies, which promote children's safety and wellbeing. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately answering child protection scenarios. The child minder promotes children's health successfully. She holds current first aid and food hygiene certificates. There are organised systems in place to record accidents, incidents and medication administration. The child minder has effective systems in place to manage allergies, requesting this information when a child starts at the setting. Effective hygiene practices are in place such as routinely cleaning dropped pacifiers and nappy changing procedures are appropriately followed. The child minder provides the children with nutritious home-made meals and snacks.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. She follows the policy and uses the positive management strategies consistently, gently praising children for their achievements. She acts as a good role model at all times. The child minder engages successfully with children and focuses on their priorities and needs. As such, during our visit, the child minder was focused on settling children new to her home and keeping parents well informed of their progress. Interactions are consistently kind, patient and nurturing.

The child minder is aware of the children's individual development and current interests. For example, she notices that one child is particularly interested in some play characters and makes a note to provide resources linked to this interest. She knows the children well and has a good understanding of each child's individual needs and emerging routines. The child minder keeps purposeful developmental records and has a good understanding of how these inform her next steps and areas to focus on. She is observant of children's progress and confident to speak with parents and professionals should issues of concern arise. She involves children in a variety of child led, free play activities, both indoors and outdoors. The child minder explains how she provides some structured activities for older children, linked to things which are of interest to them. The child minder is currently adjusting to a younger intake of children due to the older children in her care moving on to school.

## Environment

Good

The child minder ensures the environment is safe, impeccably clean, and very well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the entrance gate is locked once the children have arrived. She practises regular monthly fire drills, so children are familiar with this routine. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are a range of risk assessments in place to support safety for the environment and any activities which could give rise to risk. Following our visit the child minder has added a lock to the under the sink kitchen cupboard.

The premises is welcoming, well organised, and homely. Children benefit from a dedicated play area which is organised and full of resources. Within the play area, there is low-level, accessible storage and furniture which children can easily access. Older children can access the first-floor bathroom with the support of the childminder. It is very clean and well maintained. At the time of our visit the outside area was not used. It is, however, well maintained offering children space and opportunity to play and develop physical skills with resources such as ride on vehicles, scooters, balls and hoops. The child minder has plans to further develop the outside area which would impact positively on children's play experiences. The child minder makes good use of her local area taking children on trips to the local pond to feed the ducks and visiting Tenby by train. She occasionally meets with other child minders in the local area.

Indoors, the child minder ensures children have access to an adequate range of toys and play equipment that suit their individual needs. Toys and resources are stored appropriately, and the layout and design of the environment promotes children's independence. For instance, children can access play toys and resources themselves or ask the child minder to pull out what they want. There are some resources, such as books which are representative of the diverse community we live in. The child minder plans some activities around varied cultural celebrations such as Chinese New Year and Easter.

## Leadership and Management

Good

The child minder is motivated to provide a quality service to the children and their families. She is very organised and keeps all the required records to a very good standard. The child minder is registered with a professional association for childcare and early years. She has taken steps to address all the previously identified recommendations highlighted during the last inspection. A detailed statement of purpose reflects the service the child minder offers, providing parents with relevant information about the setting, so they can make an informed choice. The child minder has thoroughly reviewed many of the setting's policies, procedures and documentation ensuring they are in accordance with regulatory requirements and reflect the practices at the setting. The child minder agrees contracts with parent/carers and has a suitable procedure for obtaining permissions for activities such as photographs and accessing emergency medical treatment.

The child minder reviews and reflects upon her setting and produces a reflective and useful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and sets a quality action plan overview with target dates set. The child minder engages positively with Care Inspectorate Wales (CIW), and consistently acts swiftly on recommendations in relation to her service. She is suitably qualified and has a clear vision for the future running of her setting. The child minder understands the importance of training and continuing her professional development. She completes all mandatory training and seeks some further opportunities to develop. All household members over the age of sixteen years have current Disclosure and Barring Service checks (DBS).

The child minder develops positive relationships with parents. They are kept well informed about their child's experiences and development. The child minder provides daily verbal feedback to parents. During our visit we observed a thorough handover where it was clear that communication and the exchange of information is good. In addition, parents receive a weekly log of their child's day which includes details regarding key routines such as meal and sleep times. Questionnaires received from parents following our visit are very positive across all areas of care.



### 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 8 - Nurture and well-being	Further develop opportunities to enhance children's independence.

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)
Develop resources which promote cultural diversity.

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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