



Inspection Report

Sian Campbell

Milford Haven



Date Inspection Completed

14/06/2024

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About the service

Type of care provided	Child Minder
Registered places	7
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>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children thoroughly enjoy their time at the child minder's home. They feel very secure, happy, and comfortable. They communicate effectively, consistently making choices about what they do and how they want to spend their time at the setting. Children engage in purposeful play-based activities and form positive friendships with their friends and the child minder.

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She is very kind and nurturing towards the children and manages children's behaviours exceptionally well. The child minder effectively promotes children's play, learning and development.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is welcoming, homely and well organised. The child minder provides a range of engaging resources, which extend children's play and development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development and looks for ways to improve her practice.

Well-being**Excellent**

Children are engaging communicators and have a very strong voice at this setting. They happily make choices about what they want to do and how they spend their time. Children express themselves confidently and know that they will be listened to. They engage enthusiastically and confidently with us, Care Inspectorate Wales (CIW), during our visit, keen to engage us in their play and chat. Children's opinions and interests are highly valued. They are treated with respect and feel that their choices really matter. For example, children request snack time when they feel ready for it and are asked if they would like help to cut their toast. They feel in control of the choices they make.

Children are relaxed and settled at the setting and know they will be listened to. For example, they each take a turn to share their news during circle time and are given the child minder's undivided attention when they are speaking. Children feel safe and secure because they know the child minder respects their feelings and concerns. Children are very familiar with the routines and the environment. They help themselves to resources, help to tidy up and make their way to the bathroom to wash their hands before snack time.

Interactions are extremely positive between the children. Children are forming authentic relationships; thinking about each other and doing things for their friends. Children display empathy and kindness towards each other. For example, after listening to a story about kind hands and talking about the themes of the book the children share a group hug, showing an understanding of the book and a delightful bond with their friends. Children engage positively with the child minder who supports them to develop their social skills through turn taking, sharing and cooperating with one another. They receive immediate and nurturing responses from her which is a real strength of the child minder. Children benefit from her gentle and caring nature. They are building extremely positive bonds of affection with her and receive lots of attention and praise.

Children have an excellent range of opportunities to engage in self-directed play as well as directed activities. They are curious learners and are motivated and engaged in their play and learning. For example, children were immersed when playing with models of dinosaurs and then fully engaged with the adult led activities outside. During a game of pirates, the children laugh and shriek with excitement as they search the garden for treasure. They take part in activities confidently and feel a sense of achievement when they find the treasure.

Children are well supported and encouraged in developing their independence. Visits to the bathroom to wash hands are used as opportunities to teach and encourage the children to do this properly and independently. Children behave well at mealtimes and are competent in feeding themselves. They are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has a clear understanding about the procedures to follow should she need to make a safeguarding referral. She supports the children to develop good hygiene habits and encourages regular handwashing. She provides healthy snacks and ensures that children have easy and regular access to their drinks. She records all accidents and incidents thoroughly and has appropriate systems in place should medication need to be administered. She encourages lots of movement and outdoor activities to promote children's physical development. The child minder is experienced and carries out her role professionally. She is very aware of the individual needs of all the children in her care.

The child minder is an excellent role model and her interactions with the children are consistently engaging, demonstrating warmth and kindness. She interacts positively with the children and fosters strong relationships with them. The child minder encourages manners and frequently praises and encourages the children. Her behaviour management is exemplary. She ensures that all children are listened to and has a constant dialogue with the children, explaining at a level they understand for their age. The child minder consistently implements positive behaviour management strategies. For example, she speaks softly to the children and uses positive reinforcement. She is calm and caring at all times and children follow her instructions without hesitation. Children are learning to share resources extremely well with each other. For example, when playing with the small creatures she helped a child to negotiate with another as to when the bat might be available for them to have a turn. There was lots of laughter and giggling as children played together cooperatively throughout our visit.

The child minder provides an excellent range of interesting activities which allows children ample opportunities to play and learn. For example, she sets out activities outside which link to stories the children have listened to at circle time. The child minder encourages the children to engage with the activities but is also confident to let play unfold in a way which is child led. She has a good understanding about child development and is proficient in meeting children's individual needs and supporting them in their curiosity and imaginative play. The child minder ensures children are at the centre of their own learning and development as she effectively responds to children's ideas, which ensures she successfully follows the children's lead. For example, she provides tools for the children to get the toy bugs out of the ice and offers encouragement as they 'work' on this mission for a sustained period of time. She keeps purposeful observation records and has a good understanding of how these inform her next steps and areas to focus on. The child minder uses incidental Welsh to further extend learning.

Environment

Good

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. She keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked once the children have arrived. She practises regular fire drills, so children are familiar with this routine. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are basic risk assessments in place for all areas of the house and garden however these need to be reviewed to ensure they cover all areas of the provision which give rise to risk.

The premises is welcoming, well organised, and homely. Children's work is attractively displayed which strengthens their connection to the space and children proudly point to the works of art they have created. Children benefit from a dedicated playroom which leads directly off the living room. They have sufficient space to play indoors. The garden area can be accessed directly from the playroom and allows children to move freely and independently between the indoor and outdoor spaces. Outside resources such as a mud kitchen, tools which the children use to 'fix' the fence, ride on scooters and natural resources such as pebbles and shells encourage and support children in their play and learning. The outdoor space is safe, well maintained and organised. Toys and resources have a prominent position within the setting and as such children can easily access items which they would like to play with or are of interest to them. Children access a downstairs bathroom, which is clean, well maintained and child friendly, independently or with some assistance.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The child minder makes sure that the children have access to an appropriate range of equipment that sparks curiosity and learning. For example, children effectively experiment with a homemade weighing scale in the garden gaining lots of information from playing with materials of different weights. The layout and design of the environment promotes children's independence. For instance, children can access toys and resources themselves or ask the child minder to pull out what they want. Diversity is positively promoted through representative resources and engaging with thoughtful resources at the local library. The child minder also plans to visit the local Mosque with the children to give them an understanding of the community around them.

Leadership and Management

Good

The child minder works hard to provide a quality care provision to children and their families and strives to achieve consistently high outcomes for the children in her care. The statement of purpose provides parents with accurate and detailed information regarding the service offered. There are a range of policies and procedures in place to support the child minder in effectively and safely delivering her service. The child minder is organised and manages her setting in line with the regulations and the National Minimum Standards (NMS). She is registered with a professional association for childcare and early years and meets with other professional child minders in the local area.

The child minder reviews her service and produces a reflective 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 considers areas for improvement. For example, the child minder has identified attending Welsh courses as a target to further drive improvement at her setting. The child minder engages positively with CIW throughout the inspection process.

The child minder obtains all necessary checks, also ensuring household members have relevant Disclosure and Barring Service (DBS) certificates. She maintains ratios and is aware of the importance of ensuring children are closely supervised at all times. The child minder ensures her own continuous professional development is maintained through keeping herself up to date with current best practice. She ensures mandatory training is kept up to date, such as paediatric first aid, safeguarding and food hygiene training.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and private messaging. The child minder makes good use of local amenities such as visiting the local library, attending a Welsh playgroup and trips to local attractions and areas such as beaches and woodlands. Some parents and older children who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *“The child minder has made a huge impact on how my child is shaped and we as a family are so lucky that we were able to benefit from the child minder’s services”* and *“My child is happy and always asks to go there, even on days when she isn’t booked in!”*

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 24 - Safety	Review risk assessments ensuring that they cover all areas of the service and activities which might give rise to risk.

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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