



Inspection Report

Samantha Orme

Llanidloes



Date Inspection Completed

11/07/2024

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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	[Manual Insert] 3 October 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 with the child minder. They have a very strong voice and excellent opportunities to make decisions and choices about what they do and how they spend their time. Children confidently choose toys and activities which interest them from the selection available. They benefit from positive, warm relationships with the child minder and each other.

The child minder is nurturing and caring and successfully meets children's needs. Her interactions with children are consistently high quality and she manages children's behaviour sensitively. The child minder offers an excellent range of free-play opportunities and plans enhanced activities and outings that further support children's play and learning.

The child minder ensures her home is safe, clean, and well maintained. The premises are welcoming, homely, and well organised. The child minder provides an excellent enabling environment both inside and outside where children can learn and develop safely.

The child minder manages her setting well and provides a service with a focus on the needs and happiness of the children in her care. Paperwork is well organised and reviewed regularly. The child minder develops strong partnerships with parents who are highly complimentary of her service.

Well-being**Excellent**

Children are very happy and relaxed with the child minder. They have an extremely strong voice and make many choices about how they spend their time. For example, they choose what they want to play with, when they want snack or what story they want the child minder to read. Children communicate confidently. They interact constantly with each other and the child minder in ways appropriate for their age and stage of development, asking for or indicating what they want. As a result, they can make their opinions and wishes known which supports them in their decision making.

Children feel safe to explore. They are clearly happy, confident, and extremely well settled at the setting. They benefit from a child minder who knows them very well and have developed close bonds with her and each other. Children are very familiar with the routines of the day which helps them develop a strong sense of security and belonging.

Children behave and interact extremely well, especially considering their young ages. They cope well with minor upsets and respond positively to explanations and resolutions offered by the child minder. Children play remarkably well alongside each other such as when playing on the balancing beams and listen carefully to the child minder when she encourages them to work together..

Children thoroughly enjoy their play and learning. They benefit from an excellent range of activities and opportunities both inside the child minders home and outside in the community. They are curious and self-motivated to explore new experiences. Children develop concentration as they persevere with activities, listen to a story, or join in with songs. They thoroughly enjoyed setting out the underwater theme for the story. During their play, children have many opportunities to learn and develop, for example, they begin to name colours, use numbers, and extend their vocabulary. They develop physical control such as when balancing on beams. Children also have excellent opportunities to extend their experiences through trips and outings such as to the library, toddler groups and a community garden, in which they grow their own produce.

Children have very good opportunities to develop independence and self-help skills which allows them to do things for themselves successfully and develops their self-esteem. For example, they eat with little or no help using fingers or cutlery as is appropriate. They wipe their own hands and faces, make very good attempts to put on their shoes or boots and, as they get older, learn to use the bathroom independently.

Care and Development

Excellent

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has recently updated her safeguarding training in line with the requirements of the revised National Minimum Standards and has comprehensive Child Protection policies in place to support her practice. The child minder records all accidents, incidents, and existing injuries and ensures she informs parents of these. She records the times of children's attendance and parents sign the children in and out. The child minder follows thorough hygiene procedures in relation to food preparation and serving and nappy changing. She encourages a healthy lifestyle, encouraging a healthy snack is provided and ensuring children get plenty of fresh air and exercise.

The child minder interacts with children exceptionally well. She is calm, patient, caring and very enthusiastic about what she does. The child minder manages behaviour skilfully using gentle tones and clear explanations of what children need to do if there is a problem. She uses distraction methods and lots of praise to reinforce good behaviour. Children respond positively to the child minder and, as a result, behave extremely well. The child minder acts as an excellent role model.

The child minder effectively supports children's play and learning. She provides a play-based setting where children can follow their own interests and lead their own play. The child minder notices things children do or don't do but at present has no formal way of recording this. She does not track children's development although she has identified this as something she would like to develop.

She is skilful at commentating on what children are doing which supports their thinking and language development and her interactions help children develop skills and understanding in all areas of learning. The child minder uses incidental Welsh throughout the day. She further enhances children's knowledge and understanding of the wider world through trips and outings.

Environment

Good

The child minding home is clean and well maintained. It is safe and secure with external doors locked and keys inaccessible to children. Safety features such as baby gates are in place. The child minder keeps a record of visitors to the premises. She has comprehensive health and safety policies in place to support the identification of potential hazards and how to eliminate risks. She reviews these regularly. The child minder ensures she has an annual gas appliance service. She carries out and records monthly evacuation practises which are done at different times to ensure all children she looks after have opportunities to become familiar with what they need to do in an emergency.

The child minder creates a good enabling environment that is child friendly and homely both inside and outside. Children use the dining room for eating, arts, crafts, and cooking. They benefit from a dedicated playroom which has direct access to a downstairs toilet, thereby supporting children's developing independence in personal care. Although not large, the playroom is well thought out and organised in a way that promotes children's independent access to many quality resources displayed on open shelves. The lounge has direct access to a large, secure, garden. This provides further extensive and exciting resources and equipment.

There is an extensive range of good quality resources both inside and outside that are clean, safe, and suitable for the children using them. There are plenty of resources to promote awareness of diversity and cultural differences although space means these are not always fully evident. The child minder makes very good use of natural and re-cycled materials.

Leadership and Management

Good

The child minder runs a good child-centred setting. Paperwork is well organised, easily accessible, and regularly reviewed. The child minder has a comprehensive range of good policies to support her in the safe and smooth running of her setting.

The child minder understands her responsibility to review her practice. She seeks the views of parents and children and uses them to inform an annual Quality of Care review that offers some evaluation of her setting and practice. The child minder informally identifies areas she would like to develop such as her tracking of children's development. She is committed to on-going development of her setting and works positively with Care Inspectorate Wales.

The child minder is well qualified and ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. She is also committed to continuous professional development and undertakes many other courses that become available. The child minder ensures she maintains a current Disclosure and Barring Service (DBS) check for herself and relevant household members. The child minder periodically applies for local authority grants which she makes good use of to buy equipment and resources such as the downstairs cloakroom.

The child minder works with the local authority business support team and makes connections with other local child minders. She also makes use of the local library, community garden and playgroups. The child minder develops strong partnerships with parents. She collects all relevant information before children start with her to ensure she can meet their individual needs. The child minder keeps parents well informed about their children and what they do through a variety of methods that include in person feedback, a daily diary sent to all parents and electronic messaging. We saw many highly complimentary comments from parents as part of the Quality of Care review, they indicate they are extremely happy with the service they receive and feedback questionnaires we received all gave excellent responses.

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)
	No NMS Recommendations were identified at this inspection

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)
To start recording children's development and adding next steps for them to work on

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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