



Inspection Report

Zoe Exton

Newport



Date Inspection Completed

23/07/2024

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About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 8 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 08 November 2018 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 confident and express themselves well. They move freely, choosing which activities they want to do, their thoughts and ideas are valued. Children are familiar with routines and feel secure. They interact positively and show good levels of engagement during their play and learning. Children's independence is developing well.

The child minder follows appropriate policies and procedures to keep children healthy and safe. Safeguarding is prioritised, healthy food is offered, and outdoor play is promoted. The child minder follows good hygiene practices and manages children's interactions well. She is knowledgeable, experienced, and effectively meets children's individual needs. She provides some opportunities for children to hear Welsh.

The environment is welcoming, safe and secure. All areas of the premises are well maintained, organised and clean. Toys and resources are of good quality and are creatively set out, in a variety of ways. The outdoor area would benefit from having a sheltered space to allow children to freely access the garden in all weathers.

The child minder is well qualified in childcare, experienced and manages most aspects of her service well. She is reflective and listens to advice. Mandatory training is completed on time, and she keeps up to date with current best practice. The child minder has developed positive relationships with parents/carers and shares information effectively. She uses local places of interest to enhance children's experiences.

Children are confident communicators and express themselves well. They move freely, choosing which activities they want to take part in, and their feelings are valued. For example, when children want to complete a puzzle, play with small world toys or make up their own games these choices are respected. Younger children communicate their wants confidently, they are encouraged to take their time and have their say. For example, some children became a little emotional showing subtle signs of being tired. A child explained they wanted to play with dolls and pushchair and the child minder encouraged them to help themselves to the toys saying; *"I know, you do look a bit tired but you know where the dolls and pushchairs are, you can go and help yourself you know that don't you?"* the child happily nodded and carried on playing with the toys.

Children are familiar with the setting's routines, such as going to the toilet and washing their hands before mealtimes. These predictable routines help children develop a sense of belonging and self-confidence. Children are very settled and approach the child minder with ease. They like talking to her and involve her in their games. Younger children enjoy being cuddled and have fun laughing together when playing games. This positive relationship enables children to feel safe and secure.

Children are friendly and interact positively with the child minder and each other. They enjoy playing alongside their friends and are learning to take turns. They follow the rules of the setting, behave well and are beginning to understand the needs of others. For example, they know younger children may need help to understand rules of the games they are involved in. For example, an older child helped a younger child count to 10 in Welsh, telling them *"That's it you can do it"*.

Indoors, children fully engage in their chosen play and learning and are confident to try new activities. They have free access to a wide range of activities and like to follow their own lead, moving from one activity to another. They told us they like coming to the setting because they enjoy meeting all their friends and during holidays they enjoy going on trips and outings that are arranged. They told us *"Yesterday we went to Tredegar House, it was really good there."*

Children's independence is developing well. They are encouraged to do many things for themselves such as toileting and handwashing. They are given various age-appropriate tasks which help promote independence. For example, an older child was asked to read a story to the group while the child minder was preparing lunch. This gave older children a sense of responsibility and boosts their self-esteem. Children are given enough time to feed themselves at mealtimes, and children's language skills are developing well.

Care and Development**Good**

The child minder follows appropriate policies and procedures which keep children healthy and safe. Safeguarding is prioritised and the child minder has a good understanding of her responsibility to protect children. She has attended up to date safeguarding training and knows what action to take if she is concerned about a child. Healthy eating is valued. For example, the child minder provides children with well-balanced food and healthy drinks. The child minder completes accident/incident records appropriately and shares them with parents. Attendance records are well kept and show the child minder cares for an appropriate number of children in line with the National Minimum Standards (NMS).

The child minder follows her behaviour policy consistently and manages children's interactions well. She is a good role-model and is kind and respectful in her approach towards children. The child minder sensitively encourages sharing and gives praise for good manners and following instructions. She has a good understanding of child development and diffuses unwanted behaviour calmly and fairly. This demonstrates good role modelling.

The child minder is well qualified and experienced. She offers children a good level of support resulting in her meeting children's individual needs well. She provides children with warmth and stability by giving good support and reassurance. The child minder promotes learning through well thought-out activities. For example, she encouraged older children to show her and the younger ones how to play a game they had learnt from school called 'Trading', this involved using wooden counters and encouraged counting, naming different colours and taking turns. Individual scrapbooks show children are given a broad range of experiences. There are suitable systems in place to monitor children's progress, linking to the Curriculum for Wales. The child minder provides some opportunities for children to hear the Welsh language through modelling a few key Welsh phrases, counting and naming colours in Welsh.

Environment**Good**

The child minder has effective measures in place to ensure the environment is safe for children. All areas of the premises are immaculate, and the building and garden are secure. However, there was no shelter for children to enable them to use the garden area in all seasons. We did not observe children playing outside, the child minder told us that her visual assessment in the morning showed that the faux grass laid out in the play area was still damp. Written risk assessments are reviewed regularly and contain appropriate control measures to minimise risks. Although the fire drill log contained the initials of the children present during evacuation practices. The log, did not include the total numbers of children and adults on the premises. The child minder follows good hygiene practices and supervises children well.

The child minder provides children with a welcoming, home from home environment. The premises are very well-maintained and contain a good range of play and learning opportunities. Indoors, the lounge/playroom is creatively set out with thoughtfully selected resources within children's reach. Labelled storage makes it easier for the children to select toys of their choice and follow their own lead. The garden area is large and has different levels. A small section of the garden has been undeveloped, but the child minder has ensured that children cannot access the area. The child minder told us this is a working progress and has noted in her quality of care report the improvements she intends to make in the coming years.

The child minder provides children with clean, good quality toys, and furniture is appropriately sized. She understands the benefit of providing children with wooden play sets/natural resources, this inspires curiosity. The child minder encourages children to use appropriate cutlery to cut with knives use the fork to eat pasta. This promotes children's motor skills and all-round development.

Leadership and Management

Good

The child minder is well qualified in childcare, experienced and overall has good knowledge and understanding of the regulations and NMS. The statement of purpose is up to date. Policies and procedures are appropriate. Although, we discussed minor changes would benefit by giving parents more clarity, the child minder agreed to update this immediately. The complaints policy was well written. However, it does not contain information on how older children can raise their own concerns with the child minder. The child minder is familiar with current best practice and keeps up to date with new information and changes by working with other child minders, who she meets with regularly.

The child minder is reflective and listens to advice. She addressed any recommendations that were made at her previous inspection and continually strives to offer the best service possible. The child minder reviews her service by collecting views from parents and completes her annual quality of care report, including setting priorities for the future such as further developing the outdoor play area.

The child minder keeps paediatric first aid, food safety and safeguarding training up to date. She shows commitment to ongoing professional development by attending other training as well, which benefits the children. The child minder ensures household members over the age of 16 years have a valid Disclosure and Barring Service (DBS) Certificate. The child minder manages her paperwork appropriately and ensures children's registration forms contain all relevant information.

The child minder has developed positive relationships with parents/carers. She shares information effectively through verbal discussions and using electronic methods. Questionnaires sent out by the child minder show parents are very happy with the service with comments such as "*Our child enjoys all activities offered*" and "*My child loves spending time at the child minders home*".

The child minder uses local places of interest well to enhance the children's experiences. For example, each week she takes children to visit parks and during the holidays trips further afield are planned. This helps children gain a sense of belonging within the community and supports them to develop valuable skills.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 | Borden the fire drill logs to include total numbers of children and adults on the premises during fire evacuation practise. |
| Standard 14 - Organisation | Further plan and improve the outdoor play area by including suitable shelter so that children have free access to the garden in all seasons. |
| Standard 19 - Complaints | Develop complaints policy so that older children are aware how they may be able to raise a concern themselves if they wish to do so. |

| 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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