



Inspection Report

Teresa James

Haverfordwest



Date Inspection Completed

24/07/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	1 March 2019
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>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

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

Summary

Children thoroughly enjoy their time at the child minder's setting because they have a strong voice and express themselves extremely well. 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, the child minder and her assistant.

The child minder provides a warm and nurturing child centred and natural setting to promote positive outcomes for children. She has an excellent understanding of children's individual needs and fully understands how best to support children in their learning and development. The child minder manages behaviours exceptionally well.

The child minder ensures the environment is safe, welcoming and spacious. She provides an excellent range of engaging outdoor spaces such as the large garden and nearby woodland. She promotes the use of real-life objects and natural resources, which extend children's play, curiosity and all-round development.

The child minder is suitably qualified and very experienced. She clearly enjoys her role and has an innovative vision for her setting which promotes excellent outcomes for children. The child minder works exceptionally well with her assistant and communicates effectively with parents. She and her assistant frequently look for ways to enhance children's learning opportunities to ensure they fulfil the individual needs of the children in their care.

Well-being

Excellent

Children are very happy, have a strong voice and really enjoy their time at this setting. They have exciting opportunities to make choices such as which activity they'd like to participate in. For example, building a den, playing football or making crafts such as wood painting. Children help themselves to resources and confidently move these to different areas of the garden and woodland, knowing they have the freedom to do this. Children's wishes are fully considered by the child minder and her assistant. For example, when children say they're hungry or thirsty, they're reminded they can help themselves to their food boxes and water flasks.

Children are very settled and clearly content at the setting. They feel safe and secure because they know they are well looked after by the child minder and her assistant. Children display positive emotional bonds of attachment with the child minder, her assistant and their friends and are confident to call out if they require support. For example, they ask for help when they need guidance to fulfil a task such as studying woodland bugs under heavy logs. Children are very familiar with routines and the environment and understand their boundaries and forest rules. For example, whilst preparing to go the woodland, children recite ground rules and volunteer to carry items, whilst others take on responsibilities to prepare outdoors spaces such as the mud kitchen.

Interactions between children, the child minder and her assistant are consistently positive, respectful and sincere. They have close friendships and relationships and chat constantly, *"we found something so cool"*. Children are enthusiastic to express their views, knowing their wishes and needs are responded to. They laugh openly, share jokes and have meaningful discussions. Children show delight when activities are spontaneously introduced, such as a building competition. They cooperate exceptionally well as they take turns and support each other. For instance, when one child asks for more water, children respond with, *"more water coming your way."* Children show kindness and empathy and look out for each other. For example, during a talent show, the selected judges praise all the participants saying, *"everyone is a winner,"* and thank all their friends for taking part.

Children have excellent opportunities to engage in their holistic play as well as planned activities. They are motivated, confident learners and engage in all kinds of activities, from making mud faces on trees to negotiating balance beams in the woodland. Children competently use their skills to initiate their play and influence their own activities. They freely use the surrounding natural resources to enhance their curiosity and imagination. For example, they forage with wicker baskets before making ice cream with mud, leaves and wildflowers, *"this is my honey and choc chip ice cream with pistachios."*

Children have excellent opportunities to develop their independence skills to do things for themselves successfully. They receive consistent support and guidance from the child minder and her assistant to problem solve and *"have a go."* Children are excited to talk about what they have been doing and gain exceptional life experiences. They have endless opportunities to boost their self-esteem resulting in a great sense of achievement and pride.

Care and Development

Excellent

The child minder fully understands her role and is passionate about her responsibilities to keep children safe and healthy. She consistently implements her policies, promoting physical activities and children's wellbeing. The child minder has procedures in place to safeguard children and ensures her and her assistant's safeguarding training is up to date. She implements clear hygiene practices particularly when they return from the woodland and children are reminded regularly to wash their hands especially before meals. The child minder has effective systems in place for allergies and records accidents, incidents, and any medication administration. She always carries a first aid kit and ensures both she and her assistant are trained in first aid. The child minder arranges outdoor spaces to ensure children can sit together to have their snacks and lunch and have access to drinking water throughout the day. She is experienced and carries out her role professionally. Her assistant provides exceptional support to herself and the children.

The child minder is very kind and nurturing towards the children. Both she and her assistant manage children's behaviours exceptionally well using clear explanations, reasons and praise to reinforce positive behaviour. They've established excellent bonds with the children and provide reassurance when they seek this type of support. The child minder and her assistant continuously supervise the children during their free play and planned activities. They reinforce language skills, safety awareness, an appreciation towards their natural environment, good manners, effective communication and collaborative working. For instance, before leaving the garden to walk to the woodland the childminder's assistant asks the children to consider possible risks and solutions. This practice enables the children to think about their decisions and actions around places to avoid, stick safety, where to climb and to be aware of slipping. The child minder and her assistant also promote the children's tenacity and resilience whilst ensuring the autonomy to use the outdoors as a blank canvas to learn and explore. The child minder is an exemplary role model and both she and her assistant offer a calm and nurturing environment where children thrive in terms of their wellbeing and mindfulness.

The child minder has an excellent understanding of children's individual needs and knows them well. She promotes their play, learning and development through allowing children many opportunities to explore and follow their own interests. For example, during a play session in the woodland, children take an interest in making mud faces as well as cooking in the mud kitchen. The child minder supports their interests, encouraging the children to explore the forest for leaves, bark, twigs and flowers to decorate their mud faces. She consistently enables children to think about their choices, *"what do you think will happen?"* *"What do you need to make the mud thicker?"* *"What could you use?"* *Listen to this word, consistency. We need to get the right consistency – it means just right.*" The child minder and her assistant encourage the children to be creative and promote their physical, gross and fine motor skills, consistently reinforcing values such as sharing and being kind. She is a knowledgeable practitioner and provides innovative learning experiences for children.

Environment

Excellent

The child minder offers a well-maintained, homely indoor environment and provides innovative outdoor areas which are safe and inviting. She has effective policies and measures in place to ensure the safety and well-being of children, which she and her assistant fully understand. For instance, up to date safety procedures and certificates are displayed on a notice board such as an annual gas service. The child minder practises regular fire drills, so children are familiar with this routine. She offers an environment which promotes experiential learning and supports children to understand the difference between acceptable and unacceptable risk. The child minder keeps purposeful risk assessments to support children's health and safety including the forest area, boundaries, animals and balance beams. She carries out comprehensive daily safety checks of the grounds and main gate. She and her assistant constantly monitor children's safety and communicate openly ensuring everyone understands safety rules. The child minder keeps a register and ensures all children are signed in and out of the setting and all visitors sign a visitors' book.

The child minder's home and outdoor spaces are welcoming, innovatively utilised and organised. Whilst the child minder's home provides spaces and resources which are accessible and appropriate for the ages of children in her care, her setting is focused entirely on providing experiences in the outdoors. The child minder prides herself on introducing children to nature and their surroundings. Her garden area is safe and offers a large, enclosed space, where children enjoy the freedom to move around and play. For example, football, badminton, trampolining, camping, mark making and playing games. The large shed offers shelter and includes a pool table, small world resources, crafts and construction resources, as well as a place for lunch when the weather is more challenging. The child minder provides picnic tables for children to enjoy their packed lunches. She offers an accessible downstairs toilet as well as an upstairs bathroom. In addition, her own woodland area provides an exceptional forest approach setting and is located to the side of the child minder's home. The child minder provides an excellent range of engaging and enchanting areas, nestled amongst trees and within enclosed hedges which extend children's play, imagination and physical development. For example, dens, a willow tunnel, logs, climbing apparatus, pathways and a stage made of pallets. She ensures the outdoor areas offer plenty of shade allowing the children to play outside in most weathers.

The child minder is committed to providing stimulating natural resources, suitable for children's ages and stages of development. She also provides an extensive selection of artefacts such as real-life saucepans, teapots, utensils, baking trays, jugs and a bath which ignite children's curiosity and imagination. The child minder and her assistant encourage children to freely explore and experiment, providing endless and exciting opportunities for them to learn through an immersion in nature. They both offer experiences and activities which support children to develop their understanding of the outdoors, of risks, curiosity and an ability to problem-solve whilst nurturing life-long knowledge and skills.

.Leadership and Management

Excellent

The child minder has worked hard to establish her outdoor setting and endeavours to promote excellent outcomes for children. She strives to achieve extremely innovative

experiences for children so they can gain valuable learning and development opportunities. The child minder updated her statement of purpose during the inspection process which accurately reflects her service. Her policies and procedures are reviewed annually or as and when this is required. These are purposeful and implemented effectively. The child minder manages her setting in line with the regulations and the National Minimum Standards. Her paperwork is organised well, such as children's files and statutory requirements such as insurance and disclosure checks.

The child minder monitors the quality of her setting and plans for improvements very effectively. She seeks feedback from parents and children and uses the information to write an annual quality of care report. The child minder's questionnaires demonstrate very high levels of satisfaction and provide ideas for further improvement which is seen in her improvement plan. She and her assistant follow monthly action plans to ensure that ideas and activities align with the four purposes of the new curriculum. For instance, exploring gravity with drainpipes and learning about their heritage and community through trips to the coastline and the cathedral.

The child minder ensures that her own continuous professional development is maintained through fulfilling a comprehensive training programme. She ensures that all mandatory training is kept up to date, such as food safety. In addition, the child minder keeps up to date with current best practice and reflects on her training and how this can impact positively on her practice. For instance, fire safety, infection prevention and play work. The child minder keeps an up-to-date staff file for her assistant and ensures that purposeful appraisals and supervisions are completed in line with regulations. The child minder's assistant also follows a comprehensive programme of training which is in addition to the mandatory training. For instance, health and safety, medication awareness and social media. The child minder's assistant is an asset to the setting.

The child minder has developed strong and positive relationships with parents. Parents told us their children really enjoy the lovely experiences they have in the outdoors. Children excitedly told us they love spending time in the forest with their friends. The child minder ensures she keeps parents well informed via an app, social media platforms and newsletters. The child minder also offers trial sessions to ensure that children can experience taster sessions. Both she and her assistant ensure the children are provided with an exciting range of activities and adventures which enhance their individual learning journeys at the setting and within their community. For example, a beach clean, picnics, willow making, den building, candle making, pet care which involves their resident horses, and a Wynccliffe's Got Talent show where children enjoy demonstrating their many talents on their outdoor stage.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
--	------------	--

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

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 17/09/2024