



## Inspection Report

**Gemma Mason**

**Milford Haven**



## **Date Inspection Completed**

26/03/2024

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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	7 December 2022
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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

## **Summary**

Children confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled. They are active in their play and express enjoyment whilst developing their independence skills.

The child minder implements policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She effectively manages risks and is knowledgeable in her responsibilities to protect children. The child minder plans a range of activities and ensures children are supported in their learning.

The child minder has effective risk assessments in place to ensure children are safe. She ensures the environment is secure and well maintained. The child minder has good safety measures in place and minimises risks to children.

The child minder has a good understanding of regulatory requirements and ensures mandatory training is completed regularly. She has established strong partnerships with parents and works hard to ensure children are cared for within a safe and stimulating home environment.

Children are happy and confident to communicate as their wishes and needs are considered. They have good opportunities to make choices and decisions about what affects them. For example, during morning snack, children enjoy making decisions about what they would like such as a yoghurt with their toast. Children's opinions are valued and acted upon. For example, during role play in the café, children asked, "*Could I have something in your café please?*" Sometime later, the children asked if they could play another game and the child minder responded by saying, "*okay we'll get that next.*"

Children feel safe, happy, and comfortable in their environment. For example, during activities, they enjoy relaxing on the sofa. They are settled and are familiar with the daily routine and know what's coming next. Children enjoy a range of resources and have the freedom to explore the environment. They happily talk about home life such as the pets they have. During lunch, they excitedly talk about what they have in their lunch boxes. Children have formed bonds of affection and close relationships with the child minder and the other children at the setting.

Children interact consistently with others. They cooperate and are actively interested and engaged. Children express empathy and are sensitive to the needs and stages of development of other children. For example, during a balancing game, older children were aware of showing more patience when younger children had not yet mastered the rules of the game. Children are polite and openly say "*please*" and "*thank you*" without encouragement. They have a sense of belonging and are excited to spend time with the child minder.

Children express enthusiasm and enjoyment whilst learning and participating in a good range of stimulating play experiences. They have opportunities to initiate their own play and there is a good balance between child led and adult led activities. For example, making a pizza or worm pie in the play kitchen or colouring prepared crafts for Easter. Children follow their own ideas and instincts, learning and problem solving spontaneously through their play. For example, during a magnet game the children discovered they could place two magnets above their fingers whilst holding another two beneath their fingers. They excitedly responded with "*Can I try it with three?*" with the child minder responding "*are you experimenting now? That's awesome.*" Children responded with, "*Yes – it works,*" with the child minder supporting children's curiosity with, "*do you know that's called magnetic force.*"

Children enjoy taking part in games such as matching picture cards of insects. This leads to discussions such as remembering holding different bugs whilst on days out with the child minder. Children follow their own interests, resulting in a good feeling of achievement. They have good opportunities to develop their independence skills enabling them to do things for themselves. For example, they tidy up after activities, with one child saying, "*teamwork makes the dream work.*" Children independently go back and forth to the toilet nearby and can wash and dry their hands without support. At snack time, they butter their own toast and at lunch times, they independently choose from their own lunchboxes.

The child minder understands and implements policies and procedures to promote healthy lifestyles, physical activities, and well-being. She identifies and actively manages risks through careful observations and supervisions. The child minder has completed appropriate safeguarding training, and her understanding of safeguarding procedures is reflected in her practice. She implements very good hygiene practices, reminding children throughout the day of the need to wash hands before mealtimes and following toileting. The child minder provides nutritious snacks for children, promoting healthy eating, whilst the parents provide their children's lunches. She also reminds the children throughout the day of the need to drink. The child minder consistently implements positive behaviour by reminding children to be gentle, to share and be mindful of others' needs. The child minder has a designated nappy changing area and records all changes which she shares with parents.

The child minder's interactions with the children are consistent, demonstrating warmth, and kindness. She is sensitive to the interests and experiences of children and supports their individual development. The child minder demonstrates respect and patience as she supports a range of ages and needs. She is a good role model and takes every opportunity to promote children's learning through purposeful activities and memorable play experiences. For example, during role play in the café, children chose to be customers whilst the child minder pretended to prepare food. The child minder provided consistent examples of polite and purposeful dialogue such as *"Hello Sir – what would you like? Two seconds sir, you pay with your credit card, yes that has gone through Sir – enjoy your chocolate cake and apple."* The child minder celebrates children's achievements through careful and thoughtful praise. For example, when one child supported a younger child with a task, the child minder responded with, *"Good boy, you are amazing!"*

The child minder has a good understanding of child development and keeps records of children's achievements against their own milestones. She records children's daily routines and carefully plans the day to ensure that resources are appropriate and developmentally challenging to support children's next stages of development. For example, during a shape matching game, the child minder was able to sensitively provide different challenges of varying difficulty according to the children's ages, understanding and ability. She supported the children with extended vocabulary such as, *"that's a pentagon, can you count how many sides it has?"* The child minder is continuously developing ways in which children's experiences are recorded and shared with parents, such as booklets. She has a good understanding of children's rights and promotes diversity and cultural awareness through a range of effective resources such as dolls, jigsaws, making foods and story books. The child minder ensures children have opportunities to celebrate different events and festivals such as Chinese New Year.

The child minder understands her responsibilities and has effective measures and policies in place to ensure children are safe in her care. She ensures the environment is safe, secure, and maintained both indoors and outdoors. The child minder ensures the front door is always locked and keeps a visitors' book requiring all visitors to sign in and out of the premises. She told us she is currently improving her outdoor area and plans to develop this further. During periods of very wet weather, the child minder risk assesses the outdoor area and if unsuitable for outdoor play, always ensures alternative outdoor play opportunities are planned. The child minder ensures good infection control practices, minimising risks to children. For example, we saw environmental reports demonstrating the kitchen area has been inspected. The child minder keeps a range of purposeful risk assessments and ensures these are reviewed annually. She also carries out daily risk assessments and records these in a daily diary ensuring the areas occupied by children are safe before they arrive. The child minder ensures children are always supervised and supported in any activities carried out in the kitchen area such as their own snack preparation. She keeps a fire safety file which is up to date and documents regular checks in all aspects of fire evacuations procedures. The child minder ensures children are signed in and out of the premises through an effective daily diary.

The child minder's home is warm and welcoming with good heating and ventilation. She ensures children only access areas within her home which are relevant to the children. The child minder provides a stimulating play space and ensures children have access to good quality and age-appropriate furniture and equipment. For example, child size tables and chairs, a small play kitchen, and ride on toys. Outdoors, she ensures quality furniture is accessible to children such as a slide and see-saw. The child minder promotes good practice by ensuring appropriate displays and posters can be seen around the indoor environment such as hygiene posters and golden rules.

The child minder offers a good range of high-quality play resources. She carefully ensures these are age-appropriate so that children have opportunities to develop their imaginative, creative, and problem-solving skills. The child minder organises the indoor environment well. For example, there are low storage units filled with various play resources such as small world toys, dinosaurs, figures, and transport vehicles. Children enjoy opportunities to explore a treasure chest, wooden dolls house with furniture and pop-up toys for younger children. Older children spend their time enjoying a range of age-appropriate and challenging games, which enable them to develop their understanding of turn taking, sharing, winning, and losing.

## Leadership and Management

Good

The child minder has established her setting and is passionate about her work. She invests time in ensuring her regulatory records are completed and updated as and when required. The child minder ensures her statement of purpose reflects her current setting and keeps policies and procedures which are reviewed annually, in line with National Minimum Standards. She ensures parents sign all policies and procedures and are kept well informed of any updates. The child minder keeps documents such as children's files which include evidence of parental consent, contracts, and *all about me* booklets. She provides a thorough settling in process, ensuring significant information is gathered before children begin attending the setting. The child minder keeps records for accidents, incidents and medication which are up to date, and all signed correctly. The child minder ensures the necessary required disclosure and barring scheme certificates are valid and displays any regulatory certificates in the hallway and kitchen.

The child minder completes a detailed annual quality-of-care report. She collects the views of parents and children and considers their views carefully to maintain standards and introduce improvements.

The child minder believes her own continuous professional development is paramount and therefore ensures her mandatory training is complete as well as taking opportunities to attend other training courses. The child minder is experienced and enthusiastic and works hard to ensure all children are nurtured within a safe and stimulating home environment.

The child minder has established strong partnerships with parents. She ensures she communicates regularly with parents and updates them with daily news, activities, and events. The child minder has also established effective links with local authority and information services professionals and welcomes opportunities for her setting to be reviewed so she can make further developments to her setting. The child minder does not operate a school run service but does use her vehicle for the purpose of local trips. The child minder takes every opportunity within the community and surrounding local areas to ensure the children are provided with a range of good and memorable experiences. For example, she plans trips to a castle, beaches, the woods, and the local parks.



### 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. 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
31	The Registered Person does not always notify CIW with all notifications required. The Registered Person must ensure that she notifies CIW of all events to be notified within 14 days.	Achieved

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)
Continue to develop ways in which children's development is recorded and shared with parents.

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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