



## Inspection Report

**Leona Charlotte Hopkins**

**Caerphilly**



**Date Inspection Completed**

30/04/2024

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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	This is a post-registration Inspection
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.

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

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

## **Summary**

Children are happy and settled and enjoy their time at the setting. They are confident to express themselves as they are consistently listened to. Children are building positive friendships; they are happy to play in groups or on their own. They choose from a range of activities and are enthusiastic about their play and learning. Children are developing their independence well and enjoy learning through play.

The child minder understands her role in keeping children safe and healthy. She provides safe and nurturing care. The child minder manages interactions well and uses positive strategies to support children's behaviour. The child minder provides a good range of activities that children find engaging and promotes their learning and development.

The child minder's home is welcoming, safe, clean and suitably maintained. It provides sufficient space for children to play in comfort. Risk assessments and safety checks are in place. The child minder provides a variety of toys, resources and play equipment to help meet children's needs and support their development.

The child minder manages her service well. She is organised and has a good range of policies and procedures in place. The childminder keeps suitable records. She has positive partnerships with parents who use her service. She monitors and reviews her service regularly to improve outcomes for children.

**Well-being**

**Good**

Children have plenty of opportunities to make choices and decisions at the setting, their voice is strong. For example, we saw children choose to go for a walk to look for sticks, and chat with the child minder about what they would like to do after lunch. Children's views are considered when planning activities and projects. They are confident in communicating their wants, needs, thoughts, and ideas. We saw children confidently chatting with the child minder about the activities they were engaged with and eagerly inviting her into their play.

Children are happy, settled and enjoy attending the setting. They appear relaxed in the child minder's consistent care. Children benefit from strong bonds with the child minder, who knows them well. We saw children laughing and joking with the child minder whilst they ate their lunch. Children are familiar with the routines at the setting which adds to their sense of security and belonging. For example they go calmly with the child minder to the car when it is time for the school run.

Children play happily with or alongside each other according to their age and stage of development. Children benefit from opportunities to play with children of different ages at the setting. For example, we saw older children naturally practising their reading and performance skills as they read aloud to a group of younger children who sat listening attentively. Children show respect for each other, the child minder, the equipment and resources.

Children are highly motivated and engaged in their play and learning. We saw children enjoying the resources and eagerly choosing what they were going to play with. We saw children of various ages taking part in a variety of activities. For example, we saw a child thoroughly engrossed in caring for dolls and later a group of children smiling and laughing as they enthusiastically danced to music.

Children have good opportunities to develop their independence skills, appropriate to their age and stage of development. We saw children feeding themselves, putting on their shoes, and learning about road safety during a walk.

## Care and Development

Good

The child minder has a good understanding of her role and responsibility to keep children safe. She has a clear understanding of safeguarding issues, the signs and symptoms of abuse, and her own duty to report any concerns. She has up to date mandatory training including safeguarding, paediatric first aid and food hygiene. The child minder encourages health and hygiene at the setting. For example, we saw her encourage children to wash their hands after playing outdoors and before food was served. However, she had not completed an Infection Control Audit for the setting since registration. The child minder has appropriate systems in place to record accidents, incidents, and pre-existing injuries. She has reviewed and strengthened her policies and procedures for the administration of medication during the course of the inspection. The child minder has a good knowledge of children's allergies, dietary requirements, and medical needs. She keeps accurate registers of children's attendance. The child minder ensures children have access to regular outdoor play experiences, both in her garden and in the local area. This offers children the benefits of regular physical exercise and fresh air.

The child minder is responsive, caring, and warm in her interactions with the children. She is a good role model and uses plenty of praise and encouragement to support children and reinforce positive behaviour. The child minder has some inventive and effective strategies to support behaviour management and enhance children's enjoyment at key points during the day. For example, during lunch the children were delighted to put on their booster seat belts as they waited for the imaginary aeroplane to take off before they were brought their 'in-flight' lunch. Her positive, cheery attitude permeates the setting and sets the tone for interactions.

The child minder knows children and their individual needs extremely well. She observes what they do closely and plans activities daily to support their continued learning and development. The child minder naturally extends children's play and learning through conversations as she shares activities with them. For example, we heard her discussing colours, numbers, and fruit with children whilst they made smoothies together. The child minder uses incidental Welsh with the children. Children with additional learning needs are supported appropriately and she ensures they receive care which meets their individual needs.

## Environment

Good

The setting is very safe and secure. External entrances are locked, and a visitor's log is kept. Gas and Electrical safety certificates are up to date and the child minder ensures the gas safety certificate is renewed annually. Minded children do not access the upstairs area. Both outdoor areas are very secure. Effective and up to date risk assessments are in place and the child minder completes relevant safety checks daily. The child minder carries out regular fire drills with the children ensuring that they are familiar with what to do in an emergency. The child minder transports children locally using her car. MOT and Insurance certificates for this are up to date and the child minder uses high quality rear facing seats for as long as possible with children to ensure the highest standards of safety.

The home environment is warm, welcoming, comfortable, and very well maintained. It provides children with a light and bright area to play, with a 'home from home' feel. The setting is laid out and decorated in a way to make it a rich play and learning environment. For example, the child minder has used a window to create a visual display of faces displaying different emotions and on a wall are cards showing the different stages of a fire drill which children place in the correct order. Children have access to the playroom and kitchen. There is direct access to the front and back garden area from the main playroom. There are booster seats available in the kitchen so that children can access the table for mealtimes and messy craft times. Children can access the toilet area independently. The outdoor areas are clean and safe and inviting to children. Additionally the child minder makes good use of the local area to enable children to have varied experiences in the fresh air and natural world.

The child minder provides some good quality age-appropriate toys and learning resources, they are well-organised into fabric boxes. These toys and resources are accessible to children at their height. There is a selection of Welsh books and resources.

## Leadership and Management

**Good**

The child minder organises her setting very well. The required policies, procedures and risk assessments are in place, they are high quality, reflect current practice and are regularly reviewed. A minority of policies needed some adjustment at the time of inspection. When this was discussed with the child minder, she amended them immediately and so we have not needed to make a recommendation regarding this. She has an up-to-date statement of purpose, which is compliant with regulations. Public liability insurance is valid. The child minder has registered with the Information Commissioner's Office as a sole trader processing personal data. Records are completed and organised and include contracts, children's information, and parental consent forms.

The child minder demonstrates good leadership skills. She has a clear vision for the future of her setting and is committed to her own continued professional development. She is well-qualified. The child minder seeks the views of children and parents as part of her self-evaluation and planning for improvement. She completes an annual quality of care review of her service. She has fully engaged with the inspection process as part of her self-evaluation and improvement.

The child minder organises her day to meet the needs of the children in her care. She has links with another child minder in the area who is her nominated back-up child minder that she can call on should an emergency arise. The child minder has an up-to-date disclosure and barring service check (DBS) to confirm her suitability as a registered child minder. She ensures any residents at her home who are age 16 or over also have current DBS checks.

The child minder promotes positive partnerships with parents. She provides daily verbal feedback to parents upon collection and sends updates via private message. Parents feedback is positive, and they confirmed that they are happy with the care provided and have confidence in the child minder's ability to safely care for their children. It was clear to see how comfortable parents/carers felt with the child minder as they arrived to collect children.



### 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
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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 10 - Healthcare	Use the Public Health Wales Guidance and Audit Tool for Childcare Settings to complete an Infection Control audit of the setting.

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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