



Inspection Report

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Wrexham



Date Inspection Completed

24/06/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Post Registration
Is this a Flying Start service?	Yes
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>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children communicate well and most are confident to move around the environment. Nearly all children settle well, feel safe in their surroundings, and have a good relationship with the child minder. Children learn to interact and cooperate with others. Nearly all engage and enjoy the activities provided by the child minder. Children have appropriate opportunities to be independent and learn through their play.

The child minder is aware of her role in keeping children safe and implements effective routines to support children in leading a healthy lifestyle. She has a lovely manner with the children and manages interactions appropriately. The child minder gets to know the children and their needs well. She provides some routines that support children's play and learning.

The child minder provides an environment that is safe for the children, with regular checks completed. She provides different opportunities for the children indoors and outside and makes sure all areas are clean, well maintained, and spacious. Resources are of a good quality and there are some that support children's play, learning and development.

The child minder is effective in managing her setting and the care she provides. She uses self-evaluation to review her service and the care she provides to ensure it meets the needs of the children. The child minder makes sure checks, and her training are up to date. She develops positive relationships with parents and utilises the local environment effectively.

Well-being

Good

Children communicate effectively and know their ideas will be responded to well by the child minder. Most children are confident to move around the environment and have some opportunities to choose where and what they want to play with. Children express their needs appropriately through verbal and nonverbal forms of communication. For example, when asked what they would like for their breakfast they were able to tell or show the child minder. Children can follow their own routines and have their needs met. For example, when they show signs of being tired, they are given an opportunity to have a rest or a sleep.

Nearly all children settle well as they feel safe in their surroundings. They separate well from the person bringing them to the child minder and soon join in with what is going on. For example, children arrive and happily join the others at the table for breakfast. Children have a good relationship with the child minder which helps them to feel happy and secure. They feel relaxed and gain a sense of belonging as they know they will be provided with appropriate care and support.

Children learn to interact and cooperate with others. They are beginning to understand the need to share the space and resources with a little support from the child minder. Most children communicated and chatted happily to others about what they were doing and their interests, such as what they had done at home and their families. Children follow the routines well, such as washing their hands before snack.

Nearly all children engage in an activity the child minder has provided. They enjoy the activities and develop a range of skills through their play. For example, they enjoyed exploring the investigation basket and developing their skills and senses. They listened to the crunching of the shiny paper and used their fine motor skills to open and close the large pegs.

Children have appropriate opportunities to be independent for their ages and stages of development. Those who can are encouraged to use the toilet facilities themselves and children happily feed themselves, knowing the child minder is there to support them if needed. Children have some access to resources to support their development. For example, bikes outside to help develop their gross motor skills.

Care and Development

Adequate

The child minder is aware of her role in keeping children safe. She has an effective safeguarding policy in place and knows the procedure to follow should she have concerns about a child. The child minder completes regular fire drills, so she and the children are aware of what to do in an emergency. Records of accidents and incidents are kept and shared with parents and any administration of medication is recorded appropriately.

The child minder implements effective routines to support children in leading a healthy lifestyle. The nappy changing procedure is completed appropriately, hand washing is encouraged at appropriate times and cleaning routines are in place. This helps prevent cross contamination and the spread of germs. The child minder provides a range of activities to support and encourage children to be active and get fresh air. For example, children have regular access to the garden and the child minder arranges trips and walks in the local area.

The child minder has a lovely manner with the children. She constantly communicates with them to ensure they know what is happening and what will happen next. She uses praise to celebrate achievements and good behaviour, which helps children develop a sense of pride. The child minder uses some effective behaviour management strategies with the children. For example, discussions were had with the children about the importance of sharing and taking turns. The child minder sits with the children during snack and lunch times. This provides a relaxed atmosphere and gives the children a sociable experience with the child minder modelling good manners and behaviour. Routines are in place, so children are aware of what is happening. However, sometimes these routines are not completed at a pace that is appropriate for the ages and stages of development of the children. This results in some children sitting for long periods of time and not being engaged.

The child minder gets to know the children and their needs well. She provides some care that supports their learning and allows them to follow their interests and direct their own play. However, a lot of the time children were provided with activities and not able to choose their own. The child minder identifies and records children's progress and milestones in their learning. This sometimes supports her in providing activities to help them develop and build on their skills. The child minder regularly uses incidental Welsh with the children to support and help develop their Welsh language skills.

Environment

Good

The child minder provides an environment that is safe for the children, with external doors kept locked and outside gates secure. A record is kept of children's attendance and visitors so everyone can be accounted for. The child minder completes risk assessments on all the areas used by the children, and these are reviewed regularly to ensure they are up to date. She completes daily checks to ensure no new hazards have arisen. Risk assessments are completed for outings to ensure children's safety. The child minder makes sure routine annual checks including gas are completed.

The child minder has created an indoor environment which provides different opportunities for the children. The designated playroom creates an inviting space for children, where they can freely choose from the activities available. This room is spacious and child friendly. The kitchen area is used for more group activities, messy play and for snack and lunch. There are accessible toilets and areas for nappy changing to help promote independence and ensure children's dignity is respected. The garden area is available for the children to access when planned for by the child minder. There is an area where children can ride bikes and trikes and a grassed area for activities such as ball games. The child minder gives children access to the garden daily when the weather permits and utilises local parks to give children a range of experiences. The environment is clean, well maintained and the child minder creates a welcoming atmosphere where children feel relaxed and comfortable.

The child minder reviews her resources regularly to ensure they are suitable for the ages and stages of development of the children. She provides suitable storage, so items are kept clean and well maintained. Outside a large shed provides storage for resources including bikes, trikes and bubbles for the children to blow. However, there were only a few resources that were freely available for the children to use outside and no natural materials such as water or sand for the children to access to support their curiosity, problem solving or experimental skills.

Leadership and Management

Good

The child minder is effective in managing her setting and the care she provides. She has created a statement of purpose that gives parents the information they need to decide if it is the right care for their child. Paperwork is complete and well organised, so information is easy to find when needed. Policies and procedures reflected current practice and guidelines and they are reviewed regularly and updated when required.

The child minder is consistently reviewing her service and the care she provides to ensure it meets the needs of the children. Her quality-of-care report is completed annually and evidences she has reviewed what has gone well and identified areas for improvement. Views of parents and children are considered as part of the self-evaluation process.

The child minder ensures her core training is up to date. This includes safeguarding and first aid. She has completed training to support her in keeping up to date with new initiatives and guidelines. For example, she has recently completed training on the new curriculum and has plans to introduce elements to support the children's learning and development. The child minder ensures Disclosure and Barring Service (DBS) checks for herself and any other household member over 16 are up to date.

The child minder develops positive relationships with parents. She ensures information about the child's day, experiences, routines, and development are shared regularly. This is done through discussions when the child is collected and through photographs and information sent electronically. The child minder supports children in developing a sense of belonging within the environment through visiting local places of interest and attending groups. She has good connections with other child minders which allows her and the children to socialise and for her to have support and share good practice.

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 allow children more opportunities to move around freely and ensure activities are varied and keep children focused and engaged.
To ensure routines are paced appropriately for the ages and stages of development of the children.
Further develop the outdoor area and provide more free access to activities and resources including natural materials.

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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Date Published 19/07/2024