



Inspection Report

Gemma Doncaster

Clarbeston Road



Date Inspection Completed

06/08/2024

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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	This is the first inspection post registration.
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>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 thoroughly enjoy their time at the child minder's home. They have a strong voice and choose toys and activities which interest them from the selection available. Children are confident to communicate their needs, they form friendships and learn positive social skills. They have warm and affectionate bonds with the child minder.

The child minder provides a nurturing and caring service and successfully meets children's needs. She ensures children are safe and healthy. The child minder manages interactions effectively and promotes children's play, learning and development well through a range of activities and experiences.

The child minder ensures her home is safe, clean, and well maintained. The premises are welcoming, homely, and well organised. Comprehensive risk assessments are in place. The child minder provides a range of engaging resources, that support children's play and development.

The child minder manages her setting well and provides a child-centred service. Paperwork is very well organised and regularly reviewed. She ensures she keeps her mandatory training and suitability checks up to date. The child minder develops strong relationships with parents and families.

Children are very happy and relaxed with the child minder. They have a strong voice and make many choices about how they spend their time. For example, they can choose what to play with and to play inside or outside at times during the day. Nearly all children are confident communicators, interacting constantly with each other and the child minder. As a result, they can make their wishes known such as when asked if they want snack. This supports them to make decisions about things that affect them.

Children have a close, warm relationship with the child minder and clearly feel safe and secure with her. Younger children cuddle into her when they are tired and older children readily seek support in their play. Children know the routines of the day and willingly help with tasks such as moving the small table into the kitchen for mealtimes. This helps them develop a sense of belonging.

Children behave and interact very well. They learn to share and take turns and respond well to the child minder when she explains why they should or should not do something. This helps them develop their ability to regulate their own behaviour and get along with others. As a result, children make friends and play together or alongside each other as is appropriate for their ages.

Children thoroughly enjoy their play and learning. They confidently choose resources and activities that interest them and have ample opportunities to initiate their own play and learning. Some children spent time bringing books to share with the child minder. Others played imaginatively together in the roleplay house. Younger children freely explored their environment and enjoyed the large activity cube. Children sustain interest and concentration for extended periods. We saw children engrossed in connecting magnetic shapes and then, following discussion with the child minder, develop this into finding out what other things in the room were also magnetic. A few children spent time drawing. Outside, they continue to play and learn as they balance on the stepping stones or talk about the herbs that are growing. Children also have further good opportunities to extend their experiences through trips and outings.

Children develop independence and self-help skills well as they get older. They learn to do things for themselves successfully. For example, they learn where to put their shoes and bags when they arrive, hang up their coats, and how to self-register. Older children manage their own personal care, put on their shoes and eat independently. We saw an older child help a younger child to put their shoes on.

Care and Development

Good

The child minder works effectively to keep children safe and healthy. She understands her responsibility to protect children and demonstrates good knowledge in relation to the procedures to follow should any concerns arise in her setting. She accurately records the times of children's attendance. The child minder has suitable procedures and organised records in place for accidents, incidents, pre-existing injuries, and any medication administered. She collects information relating to any allergies or health care needs a child may have although the system for this did not allow sufficient detail to be recorded. We saw good hygiene practice in relation to food preparation and nappy changing. For example, the child minder cleans tables and ensures children wash their hands before eating. She ensures children's privacy and dignity is respected during nappy changing. The child minder encourages a healthy lifestyle. Whilst parents provide their children's meals, she provides healthy snacks such as fruit and cheese and ensures children spend plenty of time in the fresh air both in her garden and on outings.

The child minders interactions with children are positive, demonstrating genuine warmth and kindness. She uses effective and consistent strategies to promote positive behaviour, dealing calmly and sensitively with any issues. For example, the child minder gives appropriate explanations and asks relevant questions to encourage children to think about what they are doing. She has developed a calm corner with books about feelings, sensory toys and cosy cushions to help children explore their feelings and emotions. The child minder gives lots of praise for trying, for good listening and for doing the right things. She models language such as please and thank you and is an excellent role model for children.

The child minder successfully meets children's needs. She provides a very good range of activities and experiences for children through a child-led, play-based provision. She is skilled at supporting and extending learning. For example, when a child talks about caterpillars in cocoons, she suggests looking up information in a book which in turn leads to other books and open-ended questions to extend and develop children's thinking. We heard the child minder use some incidental Welsh. The child minder further enhances children's experiences and understanding of the wider world with regular trips out both locally and further afield. She tracks their development and produces detailed termly progress reports for parents. Within these she identifies next steps in children's learning. However, she does not always use these next steps to plan her play provision although she knows the children very well and takes opportunities as they arise. The child minder is knowledgeable about additional learning needs and alert to any children who may need extra support.

Environment

Good

The child minders home is exceptionally clean and well maintained. It is safe and secure with external doors locked and keys inaccessible to children. Safety features such as stair gates are in place as appropriate. The child minder keeps a record of visitors to the premises. She has comprehensive risk assessments in place which she reviews regularly. She consistently keeps records of cleaning schedules and environmental checks such as for the kitchen. The child minder ensures she has an annual service for relevant heating systems and records weekly fire alarm checks. She carries out and records termly evacuation practises, carrying out several at the start of each term to ensure all children she cares for can participate.

The child minder creates an environment that is child friendly and homely. Children have plenty of space to move around freely and play. They benefit from a dedicated and appealing playroom area which is well organised and flows into the living room. The living room has a comfortable sofa for children to relax, a large table for drawing and craft activities, and extra floor space for playing. Children eat in the kitchen with a small activity table from the living room doubling up in the kitchen to make extra space. A downstairs toilet is easily accessible to the children which helps them develop independence and provides a private space for nappy changing. Children can access the secure garden directly from the playroom area. The large glass doors ensure the child minder can supervise children both inside and outside which contributes to their ability to choose what they do.

There is a wide range of good quality resources that are clean, safe, and suitable for the children using them. The child minder stores and displays resources in open shelves and attractive open baskets which children can access independently. Labels with pictures and words in both English and Welsh help children know where things go. There is an excellent range of books which include many that promote awareness of diversity. A few other resources further promote diversity and cultural awareness. Resources in the garden include a good array that promote physical development along with some opportunities for children to explore the natural world. For example, a pallet they have planted with herbs, tomato plants, bird feeders and a sand tray.

Leadership and Management

Good

The child minder has a good vision for her setting and provides a high-quality service. She runs a child-centred setting very well. Paperwork is extremely well organised, easily accessible, and regularly reviewed. The child minder has a comprehensive range of effective policies to support her in the safe and smooth running of her setting. She provides an up-to-date Statement of Purpose that accurately reflects the services offered and is informative for parents.

The child minder reviews the quality of her care annually and produces a report that meets regulations. The report offers some evaluation of her setting, and she identifies relevant areas she would like to develop.

The child minder is well qualified and ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. She ensures she maintains a current Disclosure and Barring Service (DBS) check. Although the child minder does not work with an assistant, she maintains links with other local child minders which means children have opportunities to mix with other children from different settings. She takes part in a toy swap with another child minder to help increase the range of resources she provides. The child minder periodically applies for local authority grants which she makes good use of to buy equipment and resources.

The child minder develops strong partnerships with parents. She keeps them well informed about their children and what they do through a variety of methods that include an electronic communication app, photographs, and verbal feedback. She collects all relevant information before children start with her to ensure she can meet their individual needs. Parent questionnaires we received all gave excellent feedback. The child minder works with a local authority development officer to support her 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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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)
Develop a system for recording more detail such as signs, symptoms and remedies should children have any allergies or on-going health needs.
Further develop the use of children's next steps in learning to help plan provision using guidance such as the Curriculum for Wales and the Quality Framework for Early Childhood Play, Learning and Care in Wales to support this.
Further develop resources to promote cultural awareness and diversity along with natural resources and flexible resources that children can use for a variety of purposes.
Further develop the Quality of Care review to be more evaluative of outcomes for children and to inform an action plan to support any developments identified.

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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