



Inspection Report

Janette Smith

Tenby



Date Inspection Completed

28/11/2022

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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 | 26 April 2017 |
| Is this a Flying Start service? | |
| Does this service provide the Welsh Language active offer? | 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

Nearly all children are confident, happy and enjoy their time at the child minder's home. They smile, laugh, and engage with each other and the child minder. They have good choices and make effective decisions about what they want to do.

Overall, the child minder understands and implements policies and procedures to promote safety for children. She has positive relationships with children, offering encouragement and praise.

Overall, the environment is secure and maintained to a good standard. Children have access to a range of developmentally appropriate play and learning resources.

Overall, the child minder manages her service suitably. She works with parents to give them information and is committed to on-going improvements. We, CIW (Care Inspectorate Wales) have made two recommendations at the end of this report.

Well-being

Good

Children are confident communicators. For example, children clearly state which colour pom pom and paint they want as they create their Christmas cards. They also confidently state if they want to continue with an activity, for example a child stated "*I don't want to*" when the child minder asked if they wanted to listen to the whole story. They have good opportunities to make choices and make decisions about what activities and resources they want to play with.

Nearly all children are settled and cope well with separation from their parents or carers. They have formed positive bonds of attachment with the child minder. Nearly all children have a strong sense of belonging and are familiar with routines. For example, tidying in preparation for mealtimes.

Interactions between children are developing. Younger children are beginning to share toys and be respectful. Children express enthusiasm and enjoyment as they take part in activities. Children laugh and engage with one another and child minder as they run around accessing the living room and playroom. They are becoming aware of each other's feelings, showing empathy for one another, for example a child comforted and assisted a child that fell on the floor.

Children are interested in their play and learning. They follow their own instincts and interests. For example, they independently access the puzzles and engage in play opportunities with different resources. We saw them engage in a craft activity using a collection of coloured resources. Children access opportunities indoors and outdoors that promote their all-round development.

Children are developing their independence skills positively. They wash and dry their hands and feed themselves at mealtimes. They listen well to the child minder, following any instructions given such as helping to put toys away and tidy up. Children can choose to engage in activities or select resources independently.

Care and Development

Good

Overall, the child minder understands and implements policies and procedures to promote safety for children. She has attended a child protection course and is aware of her responsibilities to safeguard children, reporting any concerns. She holds current first aid and food hygiene certificates. The child minder promotes children's health successfully. Appropriate accident and incident records are completed with parental signatures obtained, however concern records viewed were not dated. We viewed the first aid kit and found items needed replenishing. This was done immediately following the visit. Medication records viewed did not always include the dosage administered. The child minder offers healthy snacks; however parents provide a packed lunch for their children. Packed lunches are stored appropriately. Dietary and allergy needs are recognised and promoted within the service. We observed nappy changing during the visit. The child minder follows her procedure and hygiene practices are appropriate, however no disposable apron was used. The child minder confirmed this had been implemented following the visit.

The child minder understands her behaviour management policy and consistently implements positive strategies. The child minder adopts a calm, positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She manages interactions using positive reinforcement strategies to manage behaviour such as *"Can you wait a minute please for me to help you? Because I don't want you to fall."* The child minder knows children very well and has good knowledge of their needs. She has positive relationships with children, offering encouragement and praise, regularly telling children, *"well done"* and *"you're a superstar."*

The child minder is aware of children's individual development and has some basic plans in place for children. The child minder has confirmed she is committed to developing her system of observations, planning and next steps for children. She provides a range of play and learning activities, indoors and out. For example, we saw the child minder sit with children, reading them a story, playing with transparent shapes, learning colours, naming shapes and counting. She confirmed children regularly go on walks and visit local parks and places of interest. They celebrate a range of festivals and promote diversity through some of the resources available. The child minder uses basic incidental Welsh throughout the day, such as *"da iawn."*

Environment

Good

Overall, the child minder has appropriate policies in place and ensures that the environment is suitably safe, secure, and well maintained. There are appropriate written risk assessments in place, which are regularly reviewed. Daily visual checks are completed. During the visit, we recommended the key is removed from the door and stored at higher level. This was implemented immediately. Regular fire drills are undertaken and recorded, however these were missing the numbers present and time of the fire drill. Following the visit, the child minder confirmed records have been further developed to include the detail required for recording fire drills. Cleaning routines are in place, however not recorded. We discussed appropriate cleaning and sterilisation of toys and resources. The gas safety check is up to date.

The areas used for childminding are open plan with access to a kitchen, living/ dining area and playroom. There is direct access into the secure garden from the playroom. There is suitable equipment for the ages of the children who attend the service. For example, table and chairs. Equipment is available outside, such as low level picnic table, play kitchen, low level slide and sand tray.

The environment meets most of the children's needs and enables them to reach their full potential. Inside, there is a suitable range of equipment stored in the playroom. The outdoor play space is secure, and the child minder confirmed they use the garden frequently as an extension of the indoor environment. Although, this was not seen on the day of inspection due to the weather being unfavourable.

The child minder provides a range of good quality, developmentally appropriate play and learning resources. There are enough resources to ensure children have a wide variety of choice. For example, through construction play, sensory activities, reading books, and role-play activities. Children can access toys and resources easily or can request them if stored out of reach.

Leadership and Management

Good

The child minder is committed to providing a good quality service for both children and parents. She is enthusiastic about supporting children to thrive and reach their full potential. The Statement of purpose was updated during the inspection process and contains accurate and useful information for parents about the service provided. She manages her service well and reviews policies and procedures regularly. The Safeguarding policy needed to be reviewed in relation to contact details and did not include information on The Prevent Duty. Improvements were made to the policy immediately following the visit. All necessary paperwork is in place and is well organised. Children have accurate and complete contracts. All consent forms are in place. The child minder maintains accurate attendance records as well as a visitors record.

The child minder has an appropriate system in place to review her service. During the inspection visit, the quality of care review report was overdue, however we were provided with a review following the visit. The review reflects on feedback from parents, outlines her strengths and any areas to develop across all themes. She is reflective and continually looks at ways she can improve and build on her already good quality service. This includes seeking out information and training such as developing the Welsh language.

The child minder has close partnerships with parents. She has comprehensive information from parents about their child's individual needs prior to care commencing. The child minder keeps parents well informed about their child's experiences and development through various methods of communication such as online messages, daily verbal information along with a daily diary. Regular conversations, photographs and written observations help parents understand how well their child is progressing.

The childminder has good links with the community such as the local library, the beach and playgroups.

Recommendations to meet with the National Minimum Standards

R1: Ensure medication and concern records are fully completed

R2: Keep a written record evidencing cleaning of toys and resources

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

| 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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