



## Inspection Report

**Emma Williams**

**Buckley**



**Date Inspection Completed**

09/09/2021

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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	15 November 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

## **Summary**

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

This child minder works with an assistant.

Children are listened to. They are happy, stimulated, and interested in the activities provided. Children make choices and enjoy their play. They have a good relationship with their childminder, and feel safe and secure. Children are learning to interact positively and are developing their independence.

The child minder ensures children have supportive and nurturing care and develop well. She consistently manages behaviour appropriately. The child minder develops her professional skills, by updating mandatory training and completing additional courses related to her role. She has a good understanding of keeping children safe and healthy.

The environment is safe, secure, clean, spacious and welcoming. Plenty of play areas and interesting resources promote children's well-being and development. Children experience a range of outdoor play activities in the garden and local community.

The child minder provides a good level of care and has a clear vision for her business. She works in partnership with parents, which helps children feel settled, and their families supported. Wherever possible she makes positive changes for the children's benefit and generally complies with standards and regulations. However, some improvement is needed in relation to the quality of detail in risk assessments.

## Well-being

Most children communicate confidently for their age, to make their views known. Those developing their language skills can make choices using photo flash cards of food items at snack time, for example, to decide what they would like to eat at snack time. They let the child minder know what they would like to do when changing activities, whether it be playing in the garden, in the playroom, or a walk to the park. They are confident to ask and know they will be listened to.

Children are happy, as there is always someone of their own age as well as the child minder to play with. Children have developed very strong emotional bonds of attachment with other children, and their child minder, and are comfortable in their surroundings. They cuddle each other when they feel like it and tell the child minder and other children how they feel. They know they mean a lot to their child minder, are valued and have a good sense of belonging. Children have decorated their playroom wall with their handprints and decided where things are stored. When new children start at the setting, the children make a poster to welcome them. Most children settled well during the pandemic and were excited when returning. A few had struggled when having to leave their parent, but coped well and soon joined in with activities.

Children benefit from supportive and nurturing care and good role models. They are relaxed and interact well with others. They are extremely well mannered and with encouragement, they are slowly learning to consider the feelings of others. They often talk about situations in 'circle time' and practice kind actions. Younger children share well but still have occasional "I want" moments. They are always spoken to kindly when they have difficult moments. Older children are encouraged to vote for example when choosing a movie, this helps them to respect the views of others and teaches them to cope with disappointment well.

Children are curious learners and explore all the resources available. They play on large equipment in the garden and run in and out of their garden play room freely when wanting to take part in activities. Most activities are child led, they have made plans to create an escape room and resources have been found to make sure they can develop their own ideas. Younger children interact with their child minder and play fun games such as 'growling tigers' which involves tickling when they are caught.

Children are trusted to do things for themselves once they are confident and able. For example, they can help themselves to drinks of water, use the toilet, wash their hands and put on shoes when going outdoors.

## Care and Development

The child minder understands her role and responsibilities to keep children safe and healthy. She has all the required policies and procedures, which she shares with her assistant and parents. These have been reviewed and updated throughout the pandemic. The child minder has completed first aid training and a safeguarding qualification. She has worked closely with support organisations, and is aware of the procedures to follow, should she have any concerns about children's well-being or safety. She monitors children's health closely taking any actions needed, and promotes healthy eating.

The child minder provides supportive and nurturing care and manages children's behaviour well. She interacts positively with children, speaking to them kindly especially when they find sharing difficult. The child minder intervenes appropriately and provides children with interesting and stimulating activities. This keeps them busy, ensuring they do not become bored. She gives the children plenty of praise, and develops self-esteem among the older children by allowing them greater independence.

The child minder promotes children's play, learning and development by providing a good variety of activities, which are both stimulating and interesting. She asks children what they would like to do and develops their learning through play. For example, she helps children to skip by shortening the rope, telling them to hold their hands still and encourages them to practise jumping first. She discourages children from spending more than 30 minutes on computer games and expects children to have taken part in some physical activity before settling down in front of screens. The child minder is happy to support children and engage in play activities with them, making activities that much more interesting. Basic Welsh rhymes, songs and phrases are used to familiarise children with the language. Special events are celebrated, for example St. David's Day. The child minder is considering using more bilingual labels on activity boxes.

## Environment

The child minder provides a very child centred indoor and outdoor home environment for children, which is comfortable, safe, secure, clean and well maintained. The child minder uses safety gates, baby monitors and booster seats at the table to ensure children are safe. Large outdoor play equipment is secured using heavy weights. Children have areas in which they can easily relax, learn and play, upstairs and downstairs. She confirmed she reviews risk assessments at least annually, however these need to contain more detail. In addition to being able to play in the garden, the child minder has identified and risk assessed safe play areas in the community and further afield. Visitors use hand gel on arrival and are asked to follow current guidance in relation to maintaining social distance, and wearing face coverings.

The premises are suitable for children's play, learning and recreation. Good use is made of all areas. When moving to these new premises the child minder changed the use of her garage into an outdoor playroom. Children have suitable grassed areas in the garden and a patio area with a table and benches for tabletop activities and eating. All improvements have enhanced the children's experiences. There are appropriate areas for sleeping. Resources and equipment were well organised in storage units in the lounge, and in the outdoor playroom making them easily accessible to children.

The child minder has suitable furniture, equipment and resources for the age range of the children she cares for. She encourages the children to sort through the toys they have and decide which ones should be donated to others, before agreeing with them which new resources she will get. Those seen at this setting are well maintained and of good quality. The child minder ensures the environment and resources are kept clean to minimise cross infection and the environment looks welcoming and child friendly.

## Leadership and Management

The child minder runs a professional and successful child minding service. She improves her own professional development. She has a Foundation Degree in Early Childhood Studies and continues to access relevant publications and researches using websites. She has gained qualifications through online courses and video conferencing. Good use has been made of the PACEY learning hub where for example she has completed a course on 'raising developmental concerns with parents.' We found the statement of purpose accurately reflects the service provided and children's contracts and individual needs information have been reviewed. Parents have sufficient information available to them to decide whether the setting can provide care, which meets their child's needs. The child minder keeps daily records securely in filing boxes. All persons over 16 years living or working at the premises have disclosure and barring service (dbs) certificates to evidence their suitability.

The child minder has completed an annual review of her service in January 2021. It includes details of the improvements she has made to meet the needs of children during the pandemic. The childminder seeks the views of the children and their parent/carers. She speaks with those who use the service regularly and values their opinions. Children inevitably asked for more computer games; however, the childminder takes care when buying new items and will always expect the children to compromise and share decisions.

The child minder told us she has established good links with parents, their families and local schools. She told us she has received support from umbrella organisations whilst caring for key worker children. She communicates well with parents, using daily diaries, messaging applications on her phone and private social media platforms.



## **Recommendations to meet with the National Minimum Standards**

RI Consider using documentation provide by support organisations for recording annual risk assessments. Ensure they contain sufficient information and are specific to your own premises, methods of transport and activities you provide.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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