



Inspection Report

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Wrexham



Date Inspection Completed

18/03/2022

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 17 March 2021
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<u>Well-being</u>	No Rating Required
<u>Care and Development</u>	No Rating Required
<u>Environment</u>	No Rating Required
<u>Leadership and Management</u>	No Rating Required

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

Summary

Children are happy and settled in the care of the child minder. They have a say in how they spend their time and enjoy the activities available. Children learn to interact well and can develop their independence.

The child minder keeps children safe and generally implements positive routines and procedures to promote a healthy lifestyle. She interacts well with the children and is a good role model. The child minder plans interesting activities for the children, which allows them to follow their interests.

The child minder provides a suitable environment where children feel comfortable and safe. She utilises the garden well to give children opportunities to get fresh air and be active. Resources provided are age appropriate and well maintained.

The child minder manages her setting well. She effectively considers children's needs and the views of parents to ensure she provides appropriate care. The child minder uses the wider community well to support her in giving children a range of opportunities and experiences

Well-being**No Rating Required**

Children communicate appropriately for their age and stage of development. Children have confidence to express themselves as they are encouraged by the child minder, who listens carefully and responds well to their interactions. For example, a child was able to use nonverbal forms of communication to express they wanted to play with the building blocks. Children have choices about different aspects of their care and have opportunities to choose how they spend their time. For example, they are able to sleep when they are tired and choose whether they want to play indoors or outside.

Children have a good relationship with the child minder, which helps them to feel relaxed and settled. They happily seek comfort, reassurance or interaction during their play. For example, a child was a little unsure when we arrived, so they went to the child minder for reassurance and they soon relaxed and fell asleep on the child minders lap. Children are familiar with the environment, which gives them a sense of belonging and contentment. For example, a child happily went outside and played independently.

Children learn appropriate behaviour and develop skills of cooperation. Photographs showed children happily playing alongside each other, sharing resources and space. They evidenced friendships are developed as children walked holding hands during outings. Children learn to respect each other and the resources, playing with them appropriately and helping to tidy up when asked.

Children enjoy the resources and activities available as they allow them to follow their interests. For example, a child enjoyed using their fingers to paint. They explored the feel of the paint and the different patterns they could make.

Most children have confidence to be as independent as possible for their age and stage of development. Those needing more support are provided with the assistance they need to encourage them to try things for themselves. For example, a child was reluctant to feed themselves, so the child minder helped them. Children who are able to access the facilities independently, such as the toilet and they can access the games and resources they want from the child friendly storage.

Care and Development**No Rating Required**

The child minder understands her responsibility to keep children safe. She knows the procedure to follow should she have safeguarding concerns about a child and implements policies and procedures effectively. The child minder keeps a record of children's attendance. Regular fire drills are conducted, ensuring children and the child minder are aware of how to evacuate the premises quickly if needed. The child minder generally promotes a healthy lifestyle by encouraging children to eat healthily and offering drinks throughout the day to help them remain hydrated. However, children were given squash throughout the day and not water as recommended. The child minder provides regular opportunities for children to be active and get fresh air through having free access to the garden and planning plenty of outdoor activities, such as wellie walks and trips to local places of interest.

The child minder gets to know the children well and is a good role model. She communicates with them in a kind and well-mannered way, supporting and helping to develop their speech and language. She interacts positively with children, getting involved in their play when it is appropriate to do so. She makes routines a sociable experience. For example, sitting with the children and having a snack together, modelling positive behaviour and making time for children to communicate.

The child minder provides suitable resources and plans activities that keep the children interested and help them learn. For example, going to the market to choose a plant each to put in the garden so they could watch it grow. The child minder uses the local area and places of interest to help support children's learning and give them a range of experiences. This includes going on regular wellie walks, where they can jump in puddles and be physically active. The child minder successfully assists children's play and allows them to follow their imagination. For example, when playing café outside. A child took the orders and was then allowed to cut up a banana to serve it to the other children for their snack. The child minder understands and caters for children's individual needs. This includes any dietary, behavioural and cultural needs the children have.

Environment**No Rating Required**

The child minder ensures her home is a safe place for children. It is secure from unauthorised people as external doors and gates are locked. She manages hazards well, eliminating them wherever possible. For example, to prevent children from accessing the fire it had a suitable guard surrounding it. The child minder ensures there is a clean, well-maintained environment and she completes risk assessments on all areas used by the children and any regular places visited.

The child minder provides children with a warm, homely space where they feel relaxed and comfortable. Children have access to suitable indoor and outdoor spaces in which to play and learn. All areas are child friendly and welcoming. The newly improved garden is utilised well and the different ground surfaces provide a variety of opportunities for exploratory play. The garden is a good space for children to be active and learn about the world around them. For example, growing and planting flowers and vegetables and playing with the stones and gravel.

The child minder equips her service with appropriate resources suitable for children's ages and stages of development. She knows the children well allowing her to provide a variety of toys, according to their interests, such as cars and building blocks. All resources are of a good quality and well maintained, as they are stored appropriately.

Leadership and Management

No Rating Required

The child minder manages her setting well. She has a statement of purpose that contains all the required information for parents to make an informed decision about the care their child receives. The child minder implements her policies and procedures well and they reflect the care she provides. The child minder is organised and up to date with her record keeping, making it easy to find information. For example, children's registration documents were complete and easy to follow.

The child minder gathers and considers the views of parents as part of her self-evaluation. However, there is not a formal way of gathering and reviewing this information. The child minder completes a quality of care report that identifies improvements made and any changes planned. For example, the garden has been improved after consideration of recommendations made during the last inspection.

The child minder makes sure she and any household member over the age of 16 has an up to date Enhanced Disclosure and Barring Service check. She has completed a range of training and makes sure her first aid and safeguarding are up to date so she has the knowledge to deal appropriately with any incidents, accidents or worries she has about a child.

The child minder keeps parents informed about their child's day and development. She uses social media to send information and photos through to parents throughout the day. The child minder effectively uses the local environment to enhance the children's experiences. She takes them on walks and visits to places of interest. This helps give children a sense of belonging within the community and provides them with exciting opportunities.

Recommendations to meet with the National Minimum Standards

R1; Only offer milk or water for children to drink.

R2; Consider a more formal way of collecting and recording views of parents and includes these as part of the self-evaluation.

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
25 (a)	This is because the child minder has not ensured all parts of the relevant premises are free from hazards to children's safety.	Achieved
25 (c)	This is because the child minder has not identified and eliminated unnecessary risks to the children.	Achieved
14 (1)	This is because the child minder did not have regard for the national minimum standards in relation to number of children being cared for under the age of 5.	Achieved

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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