



Inspection Report

Karen Garner

Buckley



Date Inspection Completed

31/05/2022

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About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post registration
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>	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 have good opportunities to make choices and decisions about what affects them. They are happy, settled and enjoy attending. Interactions are positive and they behave well. Activities promote their all-round development and self-help skills are developed particularly well.

The child minder follows policies and procedures which keep children healthy and safe. Safeguarding is prioritised and healthy lifestyles promoted. The childminder is calm, knowledgeable, and nurtures children well.

The child minder provides a safe and secure environment for children. The setting is welcoming and well-maintained with a good range of interesting play and learning opportunities. Toys and resources are clean and cultural awareness is promoted well. However, some minor improvements are needed to fully meet regulations.

The child minder is committed to creating a positive ethos where children are at the heart of everything she does. She is reflective, listens to advice and makes positive changes. She has a strong commitment to ongoing professional development. The child minder has good relationships with parents and uses local areas of interest well to promote children's development.

Well-being

Good

Children have good opportunities to make choices and decisions about what affects them. They choose which toys they want to play with, what and when they want to eat and drink and which songs they would like to sing. Their opinions and interests are highly valued and acted upon. For example, a toddler was trying to sing Baa, Baa, Black Sheep whilst having his nappy changed, this was noticed and then played on the music system which the toddler then happily sang along with.

Children are happy, settled and have formed positive relationships with the child minder. They feel valued as they are consulted on their views such as whether they are hungry or whether they are ready for their nappy to be changed. They enjoy the activities on offer and laugh a lot during stories such as 'Dear Zoo'. Children are familiar with the routine which gives them a sense of security. For example, they know upon arrival to self-register, and put their belongings away, wash their hands before eating and put their shoes on to go outside.

Children interact well with the child minder and each other. They are learning to manage their behaviour, co-operate and share, whilst younger children are developing a sense of right and wrong. For example, children take turns and share equipment such as the coloured pens when completing their craft work and with a little extra time and explanation, younger children also do what they have been asked.

Children are motivated and engaged as they take part in a range of activities. They enjoy songs such as 'Walking Through The Jungle' and enthusiastically snap and roar with wide smiles whilst stomping around the room. Children are interested in their craft work and carefully select the materials they need such as cotton wool and sequins to complete their pictures. We heard lots of laughter outdoors as children blew and chased their bubbles.

Children are provided with a good variety of experiences which promote their all-round development. Children's independence is promoted well with them being given enough time to do things for themselves such as peeling their own apples, pouring drinks, sweeping up with the dustpan and watering flowers in the garden. Older children naturally help the younger ones with tidying up and help them wash their hands.

Care and Development

Good

The child minder follows policies and procedures which keep children healthy and safe. Safeguarding children is prioritised and she has a good understanding of her responsibility to protect children. The child minder has attended a wealth of recent training including safeguarding training. Outdoor play is valued with the child minder offering daily outdoor learning opportunities. Parents provide children's meals but the child minder offers healthy snacks and drinks and records these on her online platform. Accident and incident forms are accurately completed and shared with parents and children's attendance is accurately noted down in her diary.

The child minder is a good role-model with a calm disposition. She has attended recent behaviour management training and follows her behaviour policy well. She successfully diffuses unwanted behaviour by using distraction or providing children with tasks so they are busy and engaged. She is skilful in the way she manages the behaviour of very young children by being consistent, supervising play well and by making herself understood by using speech alongside gestures.

The child minder creates a nurturing and caring atmosphere. She enjoys playing alongside the children, offers comfort when needed and ensures activities are engaging and interesting. For example, children receive meaningful 1:1 time whilst having their nappy changed, herbs and spices placed in the outdoor kitchen promote imaginative play and stories read aloud are used well to encourage quieter time. Examples of children's work show she offers a range of craft activities linked to various themes including the Queen's Jubilee. She promotes the Welsh language through using key words and phrases such as naming colours and counting in Welsh, which children respond well to. The child minder knows the children very well and effectively meets their individual needs. She records their progress through observations which she reports to parents regularly.

Environment

Good

The child minder has appropriate measures in place to ensure the environment is safe for children. The environment is clean and secure with an enclosed garden. Cleaning routines reflect good hygiene practices, and infection control minimise the risk to children's health and safety. The child minder ensures fire drills are carried out regularly and she records them appropriately, but she does not include the specific time the drill is carried out. Risk assessments are completed and reviewed regularly, and all safety recommendations given at the registration visit have been put in place. There were some hazards identified in the environment including an expired gas safety certificate, but most were put right before the report was written. Safety catches still need putting on the kitchen drawers/cupboards and hand gel or soap with running water must be used to wash hands rather than the children using the shared bowl of water. We expect the provider of the service to take action to address these and we will follow this up at the next inspection.

The childminder provides a welcoming, friendly environment. The décor is unique with a fun black and white theme running throughout the setting. Children's work is displayed. For example, Jubilee bunting and flags are on a living room window which children are keen to point out, creating a sense of pride and belonging. The living room playroom offers plenty of space to meet the needs of the children with toys mostly stored in boxes which children can access themselves or point to if they are unable to reach. The child minder had constructed a cardboard role-play castle which had evolved into Buckingham Palace. The children added their drawings and the child minder had provided Big Ben, a bus, a telephone box, The Queen and her guards, which the children were able to move into different positions. This helped support the celebration of the Queen's Jubilee. The garden area is well resourced, engaging and stimulates interest with natural and found materials such as large tyres and wooden seating as well as typical toys such as a ride-on car, playhouse, balls and bubbles.

Toys and resources are clean, good quality and developmentally appropriate. The child minder is exploring the use of loose parts play at her setting which is helping develop children's imaginative skills. For example, in the garden there are different sized rocks to explore as well as wooden blocks chopped from trees. The child minder provides good opportunities to promote the children's wider society and cultural awareness through books from the library and themed activities when celebrating festivals such as Diwali, Chinese New Year and the Festival of colour.

Leadership and Management

Good

The child minder is committed to creating a positive ethos where children are at the heart of everything she does. She is hard working and communicates openly with parents, sharing information and working closely with them. Her statement of purpose provides an accurate picture of what her service offers but needed a minor amendment, which she did before the report was written. Effective policies and procedures are understood and followed, and she is familiar with and mostly uses current best practice.

The child minder is reflective and listens to advice. She makes changes which positively benefit the service. For example, before the report was written, she made improvements in relation to aspects of the environment which we discussed on the day of inspection. The child minder is preparing to complete her annual quality of care review, even though it is not due until late Summer of 2022. She plans to hold informal discussions with parents and children to find their individual views and make changes to the setting according to their feedback.

The child minder keeps paediatric first aid, food hygiene and safeguarding training up to date. She has a strong commitment to ongoing professional development and has also completed a whole host of other training including planning in the moment, additional learning needs, speech and language support and British Values. In addition to this, she is currently working towards a childcare qualification with plans to do a higher-level qualification afterwards. She has a valid Disclosure and Barring Service Check (DBS), as does everyone in the household over the age of 16. The child minder manages her records well ensuring children's registration forms contain all relevant information.

The child minder develops positive relationships with parents. She shares information effectively through a variety of ways such as verbal discussions, her online platform and through what's app messaging. Parents we spoke to were very happy with the service she provides and said they *'can't praise her enough'* and *'she goes above and beyond other childcare providers'*. The child minder uses local places of interests well to enhance the children's experiences. For example, each week she takes children to visit the park/woods, a 'Messy Play' session and the library. This helps children gain a sense of belonging within the community and promotes their all-round development.

Recommendations to meet with the National Minimum Standards

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
25	Hand washing practices upon entering the setting were not hygienic enough as children were using a shared bowl of water. Kitchen cupboards/drawers did not have safety catches on them to prevent them	New

	being opened by children.	
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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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