



Inspection Report

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Newport

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

22/03/2023

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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	This is the first inspection since registration.
Is this a Flying Start service?	No
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

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with their friends and the child minder. Children are confident to express their ideas and opinions and frequently make decisions about their care and play. Children progress well and are developing their independence.

The child minder is very responsive and attentive to the children. She has a warm and nurturing manner and is a good role model. The child minder knows the children very well and meets their individual needs and wishes.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is ample space and plenty of resources to encourage children to play and learn. Toys and play equipment promote children's curiosity and are in good condition.

The child minder manages the setting effectively, in line with the National Minimum Standards and regulations. There are a range of policies and procedures in place to ensure the smooth running of the setting. Parents are very complimentary of the setting and the child minder has built beneficial partnerships with other child minders in the local area.

Children have many opportunities to make choices and decisions. They move freely between the playroom and the garden, enthusiastically choosing from the toys and activities available to them. Children are confident to express themselves, as they know their ideas and opinions are listened to. We heard them happily chat with the child minder sharing their ideas and leading their play as they built a zoo with building blocks.

Children have fun at the setting and form warm and affectionate relationships with the child minder. They enjoy being in her company and eagerly involve her in their play. We saw children delight in a game of catch with the child minder and proudly show her their hoopla skills when playing with the hoops. Children know the setting routines well which makes them feel secure, comfortable, and relaxed. Older children know the child minder will help sort out any problems they may have.

Children form friendships and interact well with each other. They play happily together, sharing plenty of smiles and laughter. Children share resources and take turns well. We saw children working cooperatively, sharing coloured pencils and chinks as they enjoyed drawing activities. Children enjoy the social occasion of mealtimes; they sit nicely at the table, practice using good manners and chat happily with the child minder.

Children clearly enjoy their play and benefit from a wide selection of play and learning opportunities. They concentrate for an appropriate length of time in line with their age and stage of development and are fully involved in their activities. For example, we saw them absorbed in their play in the muddy area, filling and tipping containers of mud and using magnifying glasses to look for worms. Children have daily opportunities to enjoy the outdoors and become familiar with their local environment. They play in the garden, enjoy walks to local parks, trips on the train and outings to soft play centres.

Children make progress and develop very well at their own pace. They are developing in confidence and were keen to show us their drawings and favourite toys. Children have suitable opportunities to practice their independence skills, which helps promote their self-esteem and enables them to do things for themselves. They access resources with ease and tidy away toys when they have finished playing with them.

Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She has attended up-to-date safeguarding training and understands the procedures to follow should she have any concerns about a child. Current training in first aid enables her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. The child minder provides a range of healthy snacks. She prepares food hygienically and encourages good hygiene practices with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, when coming inside from outdoor play and after using the toilet. The child minder provides plenty of opportunities for children to go outdoors and enjoy the benefits of fresh air.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She has a good understanding of child development and how this affects children's behaviour. The child minder implements useful strategies to support and promote positive behaviours. For example, she uses reflective practice to help her to identify triggers for behaviours, and sticker charts to reinforce positive behaviour. We heard the child minder encourage and praise children frequently for their efforts and positive interactions. The child minder involves the children when devising house rules which gives them ownership and understanding. Children have produced a poster of house rules which is prominently displayed to act as a reminder for everyone. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder supports children's learning and development effectively. She regularly observes children's play and learning and uses a development tracker to help plan for next steps. However, not all observations are dated to clearly evidence progression. A good variety of activities and many opportunities for free play allow children to follow their own interests, which motivates them to learn. The child minder naturally promotes children's learning as they play. For example, we heard her asking children to name colours, shapes, and animals as they took part in activities. The child minder collects samples of children's work to make each child their own scrap book. We saw from the scrap books that children have opportunities to learn about their own and different cultures with activities relating to a variety of festivals such as St. David's Day and Chinese New Year.

Environment**Good**

The child minder provides a welcoming and friendly environment for children. She makes sure the premises are safe and secure. For example, doors were locked when we arrived, and we were asked to sign a visitor's log. The child minder undertakes daily visual checks to ensure all areas of the home are free from potential risks to children's safety. The child minder has risk assessments in place which effectively identify and manage potential hazards to children. She also completes risk assessments for any outings undertaken. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. Maintenance checks for the home and appliances, are up to date. The child minder maintains up to date public liability insurance.

The environment is clean and well maintained. It provides a light and bright area for children to play and learn. Children have access to the lounge, downstairs bathroom, kitchen for meals/snacks and tabletop activities, and the garden for outside play. The lounge stores a wide range of resources for the ages and stages of development of the children. This includes puzzles, games, wooden role play kitchen and shop, and arts and crafts materials. A variety of books, including Welsh books are attractively displayed in a low-level wooden bookcase. Welsh books, posters and games further promote the Welsh language. A range of multicultural resources such as books, dolls and puzzles promote children's awareness of the multicultural society they live in. Toys are stored so that children can access them independently. There is an inviting outdoor space for children to play. This includes an artificial grass area for all weather play, slide, ride on toys, balance toys, water/sand tray and areas for muddy play and planting and growing.

Toys and equipment are of good quality, clean and in good working order. The child minder told us she frequently alternates toys and resources to provide variety and choice for children. The environment is further equipped with suitably sized furniture and resources to support children's independence. For example, low level storage unit, child sized table and chairs, and a step and potty available in the toilet.

Leadership and Management

Good

The child minder is professional and manages her setting effectively. She is enthusiastic and keeps up to date with best practice developments in childcare. The statement of purpose supports parents to make an informed choice as to whether the setting suits their child's needs. The child minder has developed a range of policies and procedures which are reflected in her practice. All necessary paperwork is in place and is well organised and maintained. Children's files contain all the necessary information to care for children safely.

The child minder is committed to providing a good quality service for both children and parents. She is reflective and monitors the quality of care she offers, by gathering the views of parents and children. This information is used to write a report which outlines strengths and identifies areas for improvement. For example, the child minder recognised she needed to improve her Welsh language and has since completed some training to support her with this.

The child minder is appropriately qualified and undertakes regular training in first aid and safeguarding to keep her skills up to date. In addition, she has completed a wealth of further training to continue her professional development. For example, introduction into additional learning needs, supporting children with speech, language and communication needs, behaviour management, and autism awareness.

The child minder develops beneficial relationships with parents. She works in partnership with them to ensure the children in her care receive the correct support to meet their individual needs. Policies and procedures are shared with parents before their children start at the setting. Parents provide an overarching signature to confirm they agree to procedures, such as administration of medication, emergency medical treatment and taking of photographs. Parents are kept well informed about their child's experience and development. The child minder provides daily verbal feedback to parents on collection and sends photographs of their children at play during the day. Parental questionnaires are very complimentary and reflect a high degree of satisfaction with the service the child minder provides. For example, *'my child always comes home smiling and pictures sent always show her having fun.'*

Recommendations to meet with the National Minimum Standards

R1. Ensure observations and development trackers are consistently dated to clearly evidence progress.

R2. Obtain separate parental consents for each procedure rather than an overarching signature, so that it is clear to parents which procedures they have consented to.

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

Date Published 21/04/2023