



## Inspection Report

**Terri Pape**

**Chepstow**



### **Date Inspection Completed**

14/04/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	First Inspection since registration 14 December 2022
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.

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<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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 her and her co-child minder and other children attending. Children can make good choices and decisions about their care and play. They have opportunities to become independent and develop their individual skills through a range of learning experiences and play.

The child minder is 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 operates from her co-minder's their home. The house is welcoming and supports children's play and learning. An assortment of indoor and outdoor toys and resources capture the children's interests. The child minder regularly takes children on outings. Required policies and procedures are in place to ensure the smooth running of the setting. Record keep is sufficiently maintained. However, some require updating.

The child minder manages her setting well, in line with the National Minimum Standards and regulations. Parents are complimentary of the child minder and the service she provides.

Children are happy and relaxed in the child minder's care. They have many opportunities to make choices and decisions, as they move freely around the premises choosing from the resources available to them. Children are happy to express themselves, as they know their ideas and opinions are listened to. We heard children excitedly talking about the den they had built from giant cardboard boxes and utilising some chairs. The child minder involved the children in their conversation, which resulted in them making suggestions of how the cardboard boxes could be structurally sound. For example, an older child asked the child minder "what can we do to keep it from falling?" The child minder asked, "Umm I wonder who can think of a way we can stop the tunnel from collapsing?". The children made suggestions and she listened to them attentively before suggesting "Maybe we need to prop it up with something... I wonder what would help?" a younger child suggested "A chair" and this was tried and tested and very successful.

Children have fun at the setting. They enjoy being in the company of the child minders and enjoy involving both adults in their play. Children are settled and familiar with the routines and play *opportunities* in the setting, which gives them a sense of security and belonging. Children enjoy playing with a variety of activities and resources. They are absorbed in their play and concentrate for an appropriate length of time. Children told us that they access the outdoor area daily however, there was no outdoor play on the day of the inspection because of inclement weather with strong winds. Younger children also told us that they enjoy going on outings to the playgroup with the childminder.

Children have formed lovely friendships in line with their age and stage of development. The children attending interact well with one another and play happily alongside each other. Children receive frequent praise for their efforts and achievements, which promotes their self-esteem and makes them feel valued. They share resources and take turns and understand the feelings of others. For example, we saw a child praise another for trying to eat all their snack at snack time. A younger child who was reluctant to speak to visitors were supported and assured they did not have to speak to the visitor if they felt shy. This helped the child settle quickly. Later on, the child independently approached us to show that they had drawn a picture to take home. This demonstrates that children are given time and appropriate support to help them to settle in and feel included.

Children have good independence skills which enables them to do things for themselves. For example, they use the bathroom facilities and wash their hands independently. Children access resources with increased confidence, or they ask the child minder for help if they cannot find something.

**Care and Development****Adequate**

The child minder keeps children safe and healthy. She has attended up-to-date safeguarding training and understands the procedures to follow should she have any child protection concerns. The child minder has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. However, we noted that not all parents had signed the records. *We discussed this with the child minders and they both assured us this would be closely monitored in the future. During our second meeting, the child minder had developed an appropriate action plan to improve record keeping.* The child minder provides healthy snacks for the children, which the children enjoy. She implements effective infection control procedures. Good hand hygiene is promoted with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, before eating and after using the bathroom.

The child minder is kind and caring and delivers warm, nurturing care. She has a good understanding of child development and how this impacts children's behaviour. She is effective in supporting children to interact with one another appropriately. We heard both child minders encourage and praise children frequently, for their efforts and positive interactions. The child minder is a good role model and encourages children to share and be kind. 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 knows the children very well and provides play opportunities and resources according to their interests and needs. She promotes a calm and happy atmosphere which gives children the confidence to explore and learn. She naturally extends children's learning during their play with lots of incidental counting, language modelling and open questioning. The child minder answered the children's questions when they were problem solving with regards to keeping their home made den upright.

## Environment

Good

The child minder makes sure the premises are safe and secure. For example, the front door is kept locked and stair gates are in place where appropriate. Accurate records of any visitors to the premises. The child minder completes risk assessments for all areas of the setting and any outings undertaken. Risk assessments are effective and identify potential hazards. *During* discussions, both child minders demonstrated that they share any concerns they have with each other, of any hazards that have been spotted. Improvements are quickly and effectively made. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The co-child minder ensures that maintenance checks for the home, her vehicle which is used for transporting children and public liability insurance are up to date. Policies and procedures ensure that the setting runs well.

The environment is clean and well maintained and very welcoming. It provides a bright and spacious area for children to play and learn. Children have use of a spacious lounge, a quiet room and a large open plan kitchen diner. The environment lends itself to the business very well. There is a good range of toys and resources for children to choose from, including toy vehicles, construction toys, arts and craft materials and role play items. These suit all ages of children that the child minder cares for including babies and older children. Toys and games are well organised and stored at low level so children can access them independently.

The child minder ensures equipment suits the children's age range. Children sit comfortably at adult and child sized furniture to complete tabletop activities and eat their snacks. Resources and toys are well maintained and in good working order with some aspects of culturally diverse items included.

## **Leadership and Management**

**Adequate**

The child minder has suitable procedures in place to ensure the adequate operation of the setting. The child minder has a statement of purpose which outlines the details of the service, this is in line with how both co-minders operate when working together or independently from the same premises. The child minder agrees contracts with parents. However, permissions for activities such as taking children on trips and accessing emergency medical treatment were not consistently signed by parents. The child minder agreed that this was an oversight and had produced an action plan before the inspection was concluded as to how this matter would be improved and maintained. In the main, record keeping is suitably maintained. Although registers were accurate, we noted that the daily registers were not completed in a timely manner. This can impact on safe evacuation of children and adults. In discussion we were told this was an oversight.

The child minder evaluates her care and makes improvements. She has a quality-of-care report that includes the opinions of people using her setting. The report reflects very positive feedback from parents which demonstrates a high level of satisfaction with the service she provides. The childminder has completed the Self-Assessment of Service Statement (SASS).

The child minder keeps up to date with best practice and refreshes her first aid, child protection and food hygiene training regularly. She has undertaken an extensive range of additional training to further develop her skills and understanding. This demonstrates a commitment to improving practice and supporting her own professional development, which in turn benefits children. The child minder has ensured that any adults living or working with her and her co-minder have an up-to-date Disclosure and Barring Service certificate (DBS).

The child minder works closely with parents to help smooth their child's transition into her care. Information about the children's preferences and individual needs are sought before they start and is updated as needed. This ensures children continually receive a good level of care. She provides parents with daily verbal feedback on the well-being of their child.

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

R1. Ensure that daily registers are completed in a timely manner.

R2. Ensure that parental permissions are sought for all regular outings.

R3. Ensure that *all* accidents and medication records include signatures from both parents and the child minder in a timely manner.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure that daily registers are completed consistently in a timely manner.
Ensure that parental permissions are sought for all regular outings.
Ensure that all accidents and medication records include signatures from both parents and the child minder and that these are completed in a timely manner.

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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