



Inspection Report

Fiona Matthews

Wrexham



Date Inspection Completed

16/05/2022

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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	Manual Insert Post registration inspection
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 many opportunities to make choices and decisions. They are happy, settled and highly motivated. Interactions are consistently good and children co-operate well. Children are provided with good opportunities to develop their independence and they are encouraged to be creative and follow their own interests.

The child minder follows policies and procedures which keep children healthy and safe. Safeguarding is prioritised and healthy lifestyles are promoted. The child minder is competent and effectively nurtures the children ensuring she meets their individual needs.

The child minder has effective measures in place to ensure the environment is safe for children. She provides a very welcoming and well- maintained environment with excellent play and learning opportunities. Toys and resources are clean but hygiene practices during nappy changes are not carried out well enough. She provides good quality, toys and resources which promote cultural awareness and real, everyday items are used well to develop children's creativity.

The child minder is experienced, hard working and passionate about delivering quality childcare, which results in good outcomes for children. She is reflective, organised and keeps up to date with training. The child minder has good relationships with parents and good links with the local community.

Children have good opportunities to make choices and decisions about what affects them. They choose which toys they want to play with, what they want to eat and where they want to play. Their opinions and interests are highly valued and consistently acted upon. Children who wish to lead their own play are actively encouraged to do so and are supported to take their play in whichever direction they wish. For example, children changed the use a doctor's stethoscope to a finishing rod so they could catch fish.

Children are very happy, settled and express lots of enjoyment at the service. They have developed strong relationships with the child minder and are forming friendships with each other. Babies enjoy being cuddled, older children like to sit close to the child minder listening to stories and they enjoy playing chase in the garden with lots of energy and laughter.

Interactions between the children and the child minder are consistently good and children co-operate well. For example, they share sand tools, take turns on the trike, and play well showing high levels of engagement. Older children are beginning to understand how they need to be gentle with the babies and with support are learning how to look after the toys and resources.

Children are highly motivated and enjoy their play and learning. They eagerly join in with a range of interesting and stimulating opportunities. For example, outside children thoroughly enjoy bouncing on the trampoline, splashing in the water with the dinosaurs and banging pans with wooden spoons. Indoors they enjoy reading stories in the 'nook' and are captivated as they use their senses to explore man-made and natural resources.

Children experience interesting, developmentally appropriate play and learning activities. For example, they are encouraged to problem solve which they did when trying to find the right pieces for the marble run. Their imagination is developed through playing with real household items such as a keyboard, which children use 'when going to work'. Children's independence is promoted by them practising self-help skills such as feeding themselves, washing their hands, tidying up and those who wanted to, could feed the pet rabbit.

Care and Development

Good

The child minder follows policies and procedures which keep children healthy and safe. Safeguarding is prioritised and she has a good understanding of her responsibility to protect children. She has attended up to date safeguarding training. Healthy eating and outdoor play are valued with the child minder offering plenty of outdoor learning and mostly healthy food. She completes accident/incident forms accurately and shares them with parents. The child minder records children's attendance accurately but does not always record food and drink in her diary.

The child minder follows her behaviour policy consistently and manages children's interactions well. She is a good role-model and is kind and respectful in her approach towards children. The child minder sensitively encourages sharing and gives praise for good manners or finishing tasks. She has a good understanding of child development and how this affects children's behaviour and play. The child minder diffuses unwanted behaviour calmly and during play she intervenes with comments or questions only when she judges this would add value to the children's experience.

The child minder is well qualified and experienced in working with children. She offers a high level of support and nurture and is passionate about her role in supporting each child's learning and development. This results in her meeting children's individual needs well. She provides children with stability and security by giving cuddles to those who hurt themselves or need reassurance. The child minder promotes learning through well thought-out activities, matched to children's age and stage of development. For example, outside, trays of sand, diggers and rakes promote imaginative play. Examples of children's work show she offers a range of craft activities linked to various themes such as Christmas or Halloween as well as free choice craft. The child minder can discuss children's individual development and next steps in learning. But she does not encourage babies to babble and experiment with sounds as much as she could do because she offers dummies throughout the day, rather than just at nap times or when children are upset.

Environment

Good

The child minder has effective measures in place to ensure the environment is safe for children. The house is clean and secure with doors locked and the garden gate padlocked. Children's safety gates prevent children from leaving specific areas. One safety gate was open for a short period during the inspection, but this was closed as soon as she had seen it was open. Cleaning routines mostly reflect appropriate hygiene practices, and infection control practices mostly minimise risk to children's health and safety. However, hygiene practices during nappy changing are not good enough. We expect the provider of the service to take action to address this and we will follow this up at the next inspection.

The child minder ensures fire drills are carried out regularly and records them appropriately, but she does not include the specific time the drill is carried out. Most risk assessments are completed and reviewed regularly. All health and safety recommendations given at the registration visit have been put in place.

The environment is very welcoming and well-maintained, with excellent play and learning opportunities. Indoors a designated playroom is creatively set out with thoughtfully selected resources within children's reach. The child minder has constructed an arched, covered area called the 'nook', which children enjoy playing under, helping themselves to quieter activities such as reading, completing jigsaws, exploring mirrors, or collecting glass pebbles in upside down shuttlecocks. Children's craft work is attractively displayed, including daffodils, lanterns, and autumn leaves creating a sense of pride and belonging. The outdoor area is extensively resourced, highly engaging and well set out. It is an extension to the indoor learning environment with interesting resources which stimulate children's curiosity. Resources include a shed with trucks and cushions, wigwam, drainpipes, stage, sand/water area and a trampoline. A covered decked area has cosy seating enabling the area to be used all year round.

Toys and resources are clean, good quality and developmentally appropriate. The child minder has a strong commitment to loose parts play. For example, wooden tongues, pebbles and wooden boxes encourages children to come up with their own ideas, by using everyday objects rather than 'toys'. A wide range of household items are freely available in all play spaces for children to investigate with some attached to the side of a cupboard. For example, a light switch, metal wheel, door lock and metal beads enable children to work on practical life skills, hand-eye co-ordination and fine motor skills. The child minder provides good opportunities to promote the children's wider society and cultural awareness through resources such as books, musical instruments and themed activities when celebrating festivals such as Diwali and Chinese New Year.

Leadership and Management

Good

The child minder is experienced, hard working and passionate about delivering quality childcare which results in good outcomes for children. She maintains an up-to-date statement of purpose that provides an accurate picture of what the service offers. Effective policies and procedures are understood and followed but some did not have up to date review dates. She is familiar with current best practice and keeps up to date with new information and changes by working with support organisations and other child minders, who she meets weekly, when attending playgroup.

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 attended online additional learning needs training which was 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 later this year. She has started to gather views from parents which will support this. Since her business opened, she has been successful in applying for grants, some of which have been used to buy an extensive range of stimulating garden toys and equipment which has improved the outdoor learning experience.

The child minder keeps paediatric first aid, food hygiene and safeguarding training up to date. She has a commitment to ongoing professional development and has attended other training such as Foundation Phase and behaviour management. 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. Before the report was written, the child minder sent evidence showing confidential documents were stored in a lockable cabinet.

The child minder develops positive relationships with parents. She shares information effectively through a variety of ways such as verbal discussions, via an app which records children's progress, instant messaging and individual daily diaries. Questionnaires returned to us show parents have good relationships with the child minder and are very happy with the service she provides. Thank you cards from parents support this with some lovely comments such as *'your brilliant care means she is ready to spread her wings a bit further'*, *'it's been an absolute pleasure having you look after me'*. The child minder uses local places of interests well to enhance the children's experiences. For example, each week she takes children to visit parks, playgroups 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

R1. Provide babies with more opportunities to babble and experiment with sounds.

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	The registered person is not compliant with regulation 25. The registered person must ensure that unnecessary risks to the health and safety of relevant children are identified and so far as possible eliminated. Hygiene practices during nappy changing	New

	procedures are not carried out well enough and could lead to the spread of infection.	
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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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