



Inspection Report

Carly Williams

Newport



Date Inspection Completed

26/09/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert] Registration 14 December 2020
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy, relaxed, and comfortable in the child minder's care. They develop positive relationships with her, her assistant and other children attending. Children of all ages communicate confidently with the child minder. They enjoy their play opportunities and develop good independence skills.

The child minder delivers warm, supportive care. She interacts well with the children and supports them in their play. She manages behaviour calmly, knows the children well and is responsive to their individual care needs. The child minder has established a formal system to monitor younger children's development although children's next steps need to be recorded in a consistent manner.

Children receive care in a safe, clean, and secure environment which is spacious. There is a suitable range of resources to engage children in play, especially within the dedicated playrooms and outdoor areas. The child minder has ensured that appropriate ratios have been maintained and that the assistant is having regular supervision.

The child minder's management of her setting is suitable. Some record keeping needs to be simplified. Both the childminder and her assistant have undertaken all mandatory training. Parents feedback is complimentary of the setting and the child minder builds positive partnerships with them.

Children are happy and enjoy attending the setting. They have a strong voice and express themselves confidently. Children chat happily with the child minder knowing she values their ideas and opinions. They have good opportunities to make choices and decisions. For example, they play freely and decide which toys and activities they would like to play with.

Children enjoy being in the company of the child minder and her assistant and have developed strong and affectionate relationships with both. Children arrive eagerly and quickly joining in with the activities and play opportunities on offer. Children are familiar with the daily routines and play options in the child minder's home, which gives them a sense of security and belonging.

Children are beginning to form friendships in line with their age and stage of development. They 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. Older children are considerate and caring towards younger children. For example, an older child spoke kindly, smiled, and hugged a younger child when they arrived at the setting.

Children are engaged in their play and confidently choose activities that interest them. For example, children showed enjoyment and sustained interest as they carefully built tower blocks or used the small world toys to pretend to be teachers at school. They called the assistant to join in with them in their play and the assistant did so happily and eagerly. Younger children took tentative steps in practising their walking skills as they navigated both playrooms. Children have timed outdoor play and they take the opportunities to enjoy the different levels and areas they can access in the garden.

Children develop good independence skills enabling them to do things for themselves. They help themselves to food and drink independently once the table is set. Older children show that they can meet their personal needs. For example, they wipe their own hands after messy play and after meals. Children help to tidy away toys and resources when they have finished playing. Children develop good vocabulary skills; we heard them counting and naming colours in English and Welsh.

Care and Development

Adequate

The child minder has a range of suitable policies, which promote the children's safety. Both the childminder and her assistant understand the procedure to follow should they have any safeguarding concerns about the children in their care, and both adults have up to date safeguarding training. Both adults also have current paediatric first aid training which enables them to deal with minor accidents confidently. The child minder is responsible for ensuring all accident forms are signed and dated appropriately and shared with the parents, and for obtaining their signatures. The child minder promotes healthy eating by offering a variety of healthy snacks and water is readily available to keep children hydrated. Some parents choose to provide all meals and snacks. The child minder ensures all children wash their hands at appropriate times of the day, such as when coming in from schools and nursery. Children are encouraged to use paper towels to dry their hands. However, we observed that a communal towel was within easy reach of the children. This can cause confusion in a home from home environment and may cause cross contamination if some children use the communal towel instead.

Overall, the child minder provides warm and nurturing care. She has a suitable understanding of child development and its impact on children's behaviour. Both adults manage interactions with children positively, using gentle tones and clear age-appropriate explanations. There is a behaviour management policy in place. The child minder engages with children in a sensitive and quiet manner. She knows the children well, understands their needs and acts on them promptly. The child minder praises children frequently for their kind behaviour and achievements which enhances their self-esteem. All children feel close to the adults who care for them, and they approach both with ease.

Overall, the child minder provides age-appropriate resources and activities based on children's interests. She has long and short-term planning in place which promotes their learning naturally through play. This also allows the assistant to be able to continue play activities when the child minder is away from the service dropping off and collecting children from other provisions. For example, the assistant was able to set up toys and activities for afternoon play. Although there are formal records of observations and assessments in place, children's next steps in learning have not been identified. This limits future planning regarding children's progression.

Environment**Adequate**

The child minder ensures her home is secure, safe, and clean. For example, she keeps external doors locked and there is a safety gate into the kitchen. The child minder has suitable risk assessments for the home and garden and supervises children well. In addition, she told us she conducts daily safety checks. However, not all levels within her garden were fully secure. For example, we noted that some children were able to easily move a piece of furniture to access the second level of the play area. In addition, there were areas where clothes drying rack and garden hose were accessible. These should be safely secured so that children are not able to have easy access. The child minder practices regular fire evacuation drills ensuring the children know how to evacuate the home safely in the event of an emergency. Routine maintenance checks are up to date.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has suitable space for children to play and learn. Children have use of two dedicated playrooms and a kitchen diner specifically dedicated for child minding purposes. All the children use the kitchen as a place for eating meals. There is low level, age-appropriate furniture in the playrooms on which children can rest and relax if they choose, along with a table for snacks and tabletop activities such as puzzles or drawing. Children can access the garden directly from the kitchen where they can enjoy timed outdoor play and take part in activities.

The child minder ensures equipment suits the children's age range. For example, a child foot-step is kept in the bathroom to aid children when washing hands and using the toilet, and highchairs and buggies are available to use for younger children. There is a wide range of toys and resources to promote children's learning and development. For example, puzzles, art and craft materials, role play kitchen and ice cream cart and larger equipment for the garden. Although the child minder ensures toys and equipment are clean and in good repair, most of the toys and resources were made of synthetic materials rather than natural. In addition, most storage lacked labelling which would encourage children to self-select.

Leadership and Management

Adequate

Overall, the child minder complies with the national minimum standards and regulations. She shares information between herself and parents. Nearly all records are accurately maintained. However, when viewing the child minder's daily registers, it was noted that the child minder uses two different types of records. These can be confusing and do not clearly reflect the actual hours of arrival and departure. This can impact on children's safety when evacuating the premises in an emergency.

All household members and childminding assistant have up to date disclosure and barring service checks (DBS). The child minder has an up-to-date Statement of Purpose and keeps Care Inspectorate Wales (CIW) up to date with any changes at the service via her online account. The child minder shares suitable contracts with parents, which clearly set out the expectations of both parties.

The child minder has a system in place for evaluating her setting and has undertaken a quality-of-care review. There is a complaints policy in place which includes contact details for CIW should parents wish to raise a complaint with the inspectorate. The child minder is appropriately qualified and has completed additional training including those concerned with developing children's play and learning.

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. Parents are highly complementary of the setting. The child minder also has strong links with local schools and a nursery nearby.

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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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)
Standard 5 - Records	Simplify registers to clearly note exact times of arrival and departure.
Standard 22 - Environment	Ensure access to lower levels of the garden play areas are suitably managed and prevent children from accessing the garden areas unsupervised.
Standard 10 - Healthcare	Ensure communal towels are removed when minding children to prevent cross contamination.
Standard 5 - Records	Improve observations and assessments to include children's next steps in learning.

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)
Broaden equipment toys and resources to have a good balance of natural resources.

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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