



Inspection Report

Hannah Poole

Ebbw Vale



Date Inspection Completed

27/02/2024

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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 of the setting
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.

<u>Well-being</u>	Excellent
<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 incredibly happy, have a great deal of fun and thrive in the child minder's care. They have excellent relationships with the child minder and their peers. Children are confident communicators and frequently make decisions about their care and play. They are enthusiastically encouraged and given time to speak freely. Children know they will be listened to and their opinions matter.

The child minder implements good policies and procedures to promote children's health and safety effectively. She is kind and respectful to the children. The child minder has completed a good range of training which has given her the knowledge and skills to care for children. She operates thorough hygiene practices to keep the children safe and well cared for.

The child minder maintains her home to a high standard, with all safety aspects carefully considered. She provides a safe and suitable space for operating a child minding service. The home provides good facilities for children to play and relax both indoors and outside. Child minder provides a very good selection of fun, age appropriate toys and activities to help children develop and learn.

The child minder operates her service in line with her statement of purpose. She is well organised and provides a high quality service for children and parents. The child minder carries out an annual review of her setting, that has successfully identified areas which require updating and improvement. She has effective processes in place to work in partnership with parents and other agencies.

Well-being

Excellent

Children are extremely happy and settled in the child minder's home. They move freely around the playroom and have exciting opportunities to make choices and decisions about what affects them. They are confident to follow their own interests and to express themselves to the child minder. For example, they confidently ask for different colour paints and enjoy choosing which paint brush they will use. Children's feelings, likes and dislikes are acknowledged and highly valued by the child minder.

Children have a warm, relaxed relationship with the child minder and feel secure in their surroundings. We heard lots of giggles and laughter when the children and child minder were making play dough snakes together. They express enthusiasm and enjoyment together and talk enthusiastically about their shared memories and experiences. For example, children talk to the child minder about their pets at home and how they would enjoy eating the St Davids day leeks. Children are very familiar with the routines and expectations, which helps them develop a sense of belonging. We saw children come in from playing outside and go straight to wash their hands ready to play in the living room.

Children behave very well and enjoy receiving praise for good manners and being kind and helpful. They are treated with respect by the child minder who has realistic expectations of their behaviour and developmental stage. The children are given ample opportunities to learn how to share, take turns and listen to each other. For example, children waited for their friends to play football with them and willingly shared cars with each other.

Children are highly motivated, animated, and fully engaged in their play and learning. We saw children proudly display their Welsh daffodil paintings before confidently following their own interests and using the head of the daffodils to paint with. They then went onto use tweezers to dissect daffodils on the light table which they thoroughly enjoyed. Children have exciting and stimulating opportunities in the playroom and outdoor area and can also choose to relax and have quiet time in the living room.

Children are enthusiastically encouraged to be imaginative and follow their personal interests. Many learning opportunities happen because they confidently make choices for themselves. Children have many opportunities to develop their independence skills, enabling them to do things on their own, for example, they wash their hands, tidy up after play and access nearly all toys independently.

Care and Development

Good

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She has up to date safeguarding training and is knowledgeable of the procedures to follow should she have any concerns about a child in her care. The child minder has current paediatric first aid training, enabling her to deal with any accidents or emergencies which may occur. Accidents are well documented, and the child minder obtains parental signatures, and shares a copy of the record. The childminder has a pet dog. She has a pet policy in place and assesses the potential risk for children and reduces or eliminates those where possible. The child minder implements effective cleaning routines and practices to help prevent the spread of germs. For example, she cleans surfaces before food preparation and meal times and ensures children regularly wash their hands. The child minder supports children to have a healthy diet by providing nutritious meals and water throughout the day.

The child minder is nurturing, caring and respectful towards the children. This helps children understand the expectations of their behaviour in her home and how to be kind to each other. She consistently uses positive strategies to promote good behaviour, in line with her behaviour management policy. We saw her praise children when they shared their toys or showed kindness and respect towards their friends. The child minder knows the children well and understands how to support their individual needs. For example, when a child lost interest in one task she immediately noticed and offered them a different activity which they went on to enjoy.

The child minder provides a good choice of enjoyable, challenging play and learning opportunities both indoors and outdoors, to promote the children's all-round development. She keeps formal records of the progress of children who are not yet in full time school. The child minder helps children learn about a range of cultures by celebrating festivals such as Christmas, Diwali, and Chinese New Year. We saw her celebrate the forth coming St Davids day in a variety of ways to promote Welsh culture and identity. The child minder includes ideas and suggestions from children in her planning. For example, whilst learning about Welsh traditions, the children expressed a desire to make Welsh cakes, to which she enthusiastically suggested they do tomorrow. The child minder promotes the Welsh language well. We heard her frequently use words and phrases in Welsh with the children.

Environment**Good**

The child minder ensures the premises are safe and secure. For example, she keeps the front door locked and there are safety gates to the playroom, living room and kitchen. She has good hygiene practice which ensures all areas of the home and resources are clean. The child minder conducts daily safety checks to eliminate any risks to children's health and safety. She completes suitable risk assessments for all areas of her home and regular outings such as walking to the park. The child minder regularly reviews and updates risk assessments which ensures they are relevant and effective at keeping children safe. She undertakes fire drills every month, so children know how to evacuate in an emergency, and she tests smoke alarms at the same time. All routine maintenance checks for the building and appliances are up to date. The child minder ensures that her car and public liability insurances are current.

The environment is welcoming and child friendly. It provides bright and spacious areas for children to play and learn. There is a designated playroom attractively organised to enable children to make their own choices about what they want to play with. The child minder provides a wide variety of toys, games and equipment and organises these well, so children can access them easily. There are photographs of children who have been coming to the child minder displayed on the wall, as well as children's paintings and drawings. This creates a happy, inviting area and gives children a sense of ownership over their environment. The child minder's living room offers a warm and comforting indoor space, the soft furnishing and comfortable sofa also provide a relaxed space for children to relax. The child minder ensures the outdoor play area is well maintained and presents interesting opportunities for the children. We saw a broad variety of age-appropriate outdoor toys including a water tray, mud kitchen, balance beam, foot balls and raised beds for digging or planting.

The child minder maintains toys and equipment in clean and good condition. There are resources to promote diversity and a multi-cultural society, such as dolls and books. The child minder ensures there is good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage, and steps for children to access the toilets and sinks. She provides liquid soap and paper towels which are easily accessible, to support children's independence when washing their hands.

Leadership and Management

Good

The child minder runs an efficient service and has a clear vision for her setting. She complies with the regulations and national minimum standards and has a clear statement of purpose that outlines what the setting provides. She has developed a comprehensive and useful set of policies and procedures which she keeps under review and updates as required. She maintains daily records such as attendance registers well. The child minder has policies showing how she ensures records are stored securely and how she complies with confidentiality and data protection laws.

The child minder effectively monitors the quality of the setting. She regularly seeks the views of children and parents, using feedback to evaluate the setting on an annual basis. She produces a useful report of her annual review. The child minder understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. She has established links with other child minders and seeks support from a child minding organisation and the local authority to help her. She is receptive to advice and keen to make improvements to the setting.

The child minder works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid and safeguarding is regularly updated. She has signed up to the online disclosure and barring service (DBS) and maintains current DBS checks for all relevant family members.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. The child minder keeps all parents suitably informed via secure social media and verbal information. The child minder described the useful relationship she has with the local authority and the support she receives.

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

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

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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Date Published 24/03/2024