



## Inspection Report

**Beth Thomas**

**Brecon**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

26/04/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> First Inspection since registration
Is this a Flying Start service?	<a href="#">Manual Insert]</a> No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</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 their friends, child minder and assistants. 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 and assistants are very responsive and attentive to the children. They have a warm and nurturing manner and are good role models. They know 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.

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.

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 asking for a cuddle and help to eat during lunch time. Children know the setting routines well which makes them feel secure, comfortable, and relaxed. 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, and encouraging each other to finish their food, even feeding each other. 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. Children have daily opportunities to enjoy the outdoors and become familiar with their local environment. They play in the garden, enjoy walks, trips and outings to local attractions.

Children make progress and develop very well at their own pace. They are developing in confidence. 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. Children were encouraged to feed themselves and support given when needed.

## 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. We heard the child minder encourage and praise children frequently for their efforts and positive interactions. The child minder supports children to make choices over where and with 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. However, not all observations are recorded to clearly evidence progression or plan for next steps. 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 has a number of assistants that work alongside her. All relevant checks are completed and regular supervisions take place. It was clear that the child minder and assistants have a good working relationship.

## 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, however there is a need to record them more clearly. 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, assistants and children. This information is used to write a report which outlines strengths and identifies areas for improvement. For example, the child minder offers a pick up and drop off service.

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.

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, however this needs to be in place for all children. Parents are kept well informed about their child's experience and development. The child minder provides daily verbal feedback to parents on collection. She sends photographs of their children at play during the day and completes daily diaries.

### 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)	
to complete more in depth records of fire drills	to gain the required consent from all parents

<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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