



## Inspection Report

**Tracy Mcduff**

**Cwmbran**



**Date Inspection Completed**

23/03/2023

## About the service

Type of care provided	Child Minder
Registered places	4
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> Post registration 7 December 2020
Is this a Flying Start service?	<a href="#">Manual Insert]</a> 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>Excellent</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Excellent</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children thoroughly enjoy their time with the child minder. They feel very secure, happy, and comfortable. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the excellent selection available. They have very positive and relationships with the child minder and her family.

The setting has a good range of policies in place, which promote the children's well-being. The child minder provides a nurturing and caring atmosphere and consistently meets children's needs successfully. She offers an excellent range of free play opportunities and engaging planned activities for children to access independently or with support.

The child minder ensures the environment is safe, clean, and well maintained. The premises are welcoming, homely and well organised. Detailed risk assessments and safety checks are in place. The child minder provides an excellent range of engaging resources, which extends children's play and furthers their development. The children are encouraged to use incidental Welsh throughout the day and there are plenty of resources to support Welsh culture.

The service is managed well. Communication with parents is very effective. Links with the community are good.

Children feel safe, happy, and valued. They are settled, relaxed, and clearly have a strong sense of belonging. They feel very much at home and know the routine well. They form strong relationships with each other, learning to share favourite toys and enjoy going on outings to the local areas. There are obvious bonds of affection and attachment with the child minder who is closely at hand if support is needed. For example, children frequently approach the child minder for cuddles, and they happily invite her to join in with their play. This shows the children are comfortable and relaxed in the child minder's care.

Interactions between children and the child minder are consistently positive and often demonstrated with affection. Children cooperate well and are actively engaged and interested in their play and the routines of the day. For example, the child minder has utilised her small cupboard space under her stairs in the lounge area to be a sensory space. We saw children happily sitting in the space turning the light-tower on and relaxing with their soft toys or using the simple quiz on the wall to count out different things they can see or even sit and read a book. Children are treated with respect and their views are considered. Children interact successfully, co-operating and learning to share with each other.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. For example, children showed enjoyment and curiosity with a stamping game, the set out different gelled sheets on the floor, they stamped their feet on the card and watched with delight the patterns and colours changing like a kaleidoscope. Children have freedom to safely explore their indoor and outside environment, closely supervised. They freely flow between the garden and the lounge area, choosing toys from the resources available which are on their level. Children can also choose to relax and have quiet times.

Children are well supported in beginning to develop their independence and are given ample opportunities to do so. They are actively encouraged to choose toys and activities which interest them. They confidently explore the indoor environment and are encouraged to participate in the decision-making process with regards to mealtimes, nappy changing and toileting times. Children are competent in their use of cutlery and independently feed themselves and are praised for doing so.

The child minder has purposeful policies in place, which promote the children's safety and well-being. Her safeguarding training is up to date, and she has robust procedures in place to safeguard children. The child minder promotes children's health successfully and she prioritises children's wellbeing and safety. The child minder has clear procedures in place when taking children out in the car or collecting from school, which ensures their safety is paramount. She holds a current first aid certificate. There are good systems in place to record accidents/incidents and medication administration. Effective and robust hygiene practices are in place, washing and sanitising carried out regularly which the children are supported with.

Behaviour management is a real strength of the child minder. She praises children for their good behaviour and consistently encourages positive interactions. She makes up fun games to encourage children to eat their food, which they respond to excitedly. The child minder engages successfully with children, whilst promoting their learning and self-esteem. For example, whilst engaging in a drawing activity, we heard her encourage the children and praise their efforts. She models the language associated with good manners and always acts as a good role model.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual development and emotional needs. She knows the children and their families very well and has a good understanding of each child's individual requirements and routine. The child minder strives to understand and communicate with the children in her care. Her interactions with the children are positive, demonstrating warmth and kindness. She looks upon the children as an extension of her own family unit. The child minder supports children in their free play, using incidental opportunities to extend discussion and learning opportunities. For example, during story time the child minder prompted the children by asking "*How do you say red and yellow in Welsh can you remember?*" And "*How do we say thank you in Welsh?*" when the child responded with "*Diolch*" she responded back saying "*Well done or you could even say diolch yn fawr.*" The child minder plays alongside children which results in them playing and developing their imagination for sustained periods of time. Planning is thematic and the child minder tracks the children's progress.

**Environment****Excellent**

The child minder ensures that the environment is safe, clean, and well maintained. She keeps the access to the entrance locked and keeps a record of the visitors to the premises. She practises fire drills at suitable intervals and completes safety tests on smoke detectors. The child minder supervises children very well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. The child minder completes thorough risk assessments for the environment and outings. The risk assessments include how children are moved safely from the house to the car and when collecting from school.

The premises is welcoming, well organised, and accessible to all. On arrival we entered her premises via the back garden where we saw the child minder and the children playing. We were asked for identification before being invited in. Children benefit from a dedicated play areas both indoor and outside in the garden. The child minder's home is set out in a way which is homely, bright, and engaging. Low-level furniture and accessible storage containing toys and natural resources promote children's independence and curiosity. The child minder's enclosed garden has been developed and includes a sheltered all weather area, patio and decking. Children learn about nature because there is a dedicated area built as a bee hotel, this helps children to observe how insects live and the important role they play in the world. Children can have free flow access from the playroom, allowing freedom of choice where they choose to play. The child minder also makes good use of local amenities such as the local park, toddler groups and outings further afield. The child minder provides quiet areas for children to rest and sleep when they need to.

Indoors, the child minder ensures the children have access to an excellent, extensive range of toys and play equipment that suit their individual needs. The child minder regularly refreshes and renews the resources in line with her thematic planning. Children's recent work is attractively displayed around the room. Toys and resources are stored appropriately, and the layout and design of the play environment promotes children's independence. For instance, children can access toys and resources themselves. The child minder ensures the play environment is homely and nurturing and provides interesting activities and play equipment. Diversity is encouraged through varied resources and exploring celebrations from differing cultures.

## **Leadership and Management**

**Good**

The child minder implements her policies and procedures well and they reflect the good quality of care she provides. She understands her roles and responsibilities to meet standards and regulations. She has a statement of purpose that includes the information needed for parents to make an informed decision about the care their child receives. However, the child minder did not include that in the warmer months the children have access to a paddling pool in her garden.

Since her registration in 2020, the child minder gathers and considers the views of parents as part of her self-evaluation. She completes a quality-of-care report that identifies what has gone well over the last twelve months and areas for development.

The child minder makes sure she and any household member over the age of 16 has an up-to-date Enhanced Disclosure and Barring Service checks (DBS). She undertakes relevant training including safeguarding and first aid, to help provide the best care possible and be able to write and implement effective policies and procedures. The child minder's record keeping in the main is good however, her daily registers were not easy to follow as the child minder uses two documents to record attendance and the contractual expected times. At a glance this can be confusing and may delay an emergency evacuation. In discussion with the child minder, she has agreed to ensure that children's actual times of arrival and departure are used as an actual register.

The child minder reviews her resources regularly to ensure they are appropriate for the children's ages and stages of development. She rotates play equipment or toys in line with recent guidance post COVID 19 Pandemic. This further helps prevent the spread of infection.

The child minder has positive partnerships with parents. Information from the child minder's self-assessment showed that parents thought that the child minder is excellent in the service she provides. Parents feel they are very well informed about their child's progress and were very happy and felt safe to leave their child in the child minder's care.

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

R1. Improve daily registers to clearly record actual hours of arrival and departures.

R2. Update SOP to include information regarding using paddling pool.



### 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

<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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