



Inspection Report

Victoria Beard

Newport



Date Inspection Completed

10/02/2023

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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] First Inspection post registration
Is this a Flying Start service?	Manual Insert] 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children are very happy and feel safe in the child minder's care. They develop positive relationships with their friends and the child minder. Children are confident to express their ideas and opinions and frequently make decisions about how they spend their time at the setting. Children progress well and are developing their independence.

The child minder delivers warm, nurturing care. She interacts well with the children and builds close relationships with them. The child minder knows the children well. She is considerate when meeting their individual needs and follows their interests. She has a range of policies and procedures to support children's health and safety.

The child minder's home is welcoming and well maintained. Children receive care in a safe, clean and secure environment. There is ample space with a variety of toys and resources available. These are organised, in good condition and promote children's play and learning. Children have opportunities to spend time outdoors in the garden and visit the local park.

The child minder manages the setting appropriately. There are a range of policies, procedures and documentation in place to support the smooth running of the setting. A few of these require updating to fully reflect current practice and legislation. The child minder has undertaken all the necessary training in line with legislation. Parents are complimentary of the setting and the child minder has built positive partnerships with them.

Well-being**Good**

Children have many opportunities to make choices and decisions about how they spend their time at the setting. They move freely around the child minders home, choosing from the suitable range of toys and activities available and of interest to them. All children express themselves confidently, as they know their ideas and opinions are listened to. We heard children confidently ask to choose their own colour of paint from the box of resources, which the child minder allowed them to do.

All children are very happy and have lots of fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. For example, a child excitedly involved her in their game when playing with a dinosaur puppet, pretending to eat her toes and fingers. Children form warm and affectionate relationships with the child minder and each other. All children know the setting routines well, which makes them feel secure, comfortable, and relaxed. We heard them happily chatting with the child minder and each other, sharing experiences from home.

All children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They are interested and fully involved in their activities. Children told us they enjoy attending the setting, they especially enjoy playing in the garden and watching the television. Children concentrate for an appropriate length of time in line with their age and stage of development. We saw children playing with the superhero vehicles, pushing them back and forth, and recreating the scenes from their favourite cartoons for an extended period. Children have opportunities to enjoy the outdoors and their local community. They play in the garden and visit the local park.

All children are developing their independence skills, enabling them to do things for themselves. For example, children tidy away their lunch boxes, emptying items into the bin and placing the boxes back in their bags. They use the bathroom facilities, washing and drying their hands independently. All children can make choices over the snacks they like to eat.

Care and Development

Adequate

The child minder keeps children safe and healthy. She has a range of policies and procedures which promote children's health and safety. The child minder has a suitable safeguarding policy and ensures she keeps her child protection training up to date. She understands the process to follow should she have concerns about a child. The child minder has appropriate systems in place to record accidents, incidents, and safe administration of medication. She has up-to-date training in paediatric first aid, enabling her to deal with minor accidents confidently. The child minder supports children to change out of their school uniform. However, the child minder does not consider how children's privacy and dignity should be respected when carrying out this task, as children are changed in view of others.

The child minder does not provide food at mealtimes and asks parents to provide this. Lunch bags are stored appropriately. The child minder does, however, provide healthy snacks and offers children water to drink. Children sit together at mealtimes, but there are missed opportunities to promote children's social skills as children watch the television as they eat. Therefore, when conversation was encouraged, children do not engage fully as they are distracted by the television. The child minder takes measures to ensure the safety of any child who has food allergies and intolerances. 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 before eating. The child minder provides opportunities for children to play outdoors and enjoy the benefits of fresh air and physical exercise.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She interacts very well with children and builds positive relationships with them. The child minder understands the children's needs and has a suitable behaviour policy which she implements. For example, she has developed house rules and verbally reinforces these with children to know what behaviour is expected in the setting. We heard the child minder encourage and praise children often for their efforts and positive interactions.

The child minder supports children's learning and development. She is considerate when meeting their individual needs and following their interests. The child minder plans activities informally, by asking them what they would like to do as well as making suggestions. For example, nearly all children took part in a painting activity with number stamps. However, one child did not wish to join in and was offered an alternative activity. This helps to promote their self-esteem and self-confidence. The child minder does not track children's development and therefore does not always plan effectively for their next steps.

Environment

Good

The child minder makes sure the premises are secure, safe, and clean. For example, doors were locked when we arrived, and our identity checked before entering. The child minder keeps records of children's attendance as well as of any visitors to the premises. The child minder completes useful risk assessments identifying any potential hazards to children. She takes measures to manage these risks, including any emerging risks that present themselves. The child minder carries out regular fire drill practices to ensure children know how to leave the premises safely in the event of an emergency. The child minder ensures maintenance checks for the home and appliances are up to date. She makes sure all areas of the home and resources are clean and hygienic to protect children.

The child minder provides a welcoming and friendly environment for children. It is light, bright, and has ample space for children to play and learn. Children have use of a playroom where craft activities are carried out along with a family living room where older children play computer games. Children access bathroom facilities which are located downstairs, promoting independence. Children eat their meals in the large kitchen/dining area which also has a small sofa and a television, where children can spend time relaxing. The kitchen/dining area also has direct access to a large secure garden through patio doors. The garden has Astroturf which enables children to access the outdoors in all weathers. A few larger play items such as a trampoline, playhouse and kitchen, provide opportunities for play, learning and development.

The child minder provides a wide range of age-appropriate toys and resources, which are clean and in good repair. Toys and games are well organised and stored in boxes on shelving units so children can reach them independently.

Leadership and Management

Adequate

The child minder manages the setting appropriately. There is a statement of purpose which provides parents with the relevant information about the setting. The child minder has a suitable range of policies and procedures to support the running of the service. However, a few of the policies and procedures do not fully reflect current practice and legislation. For example, the complaints policy does not detail all the required time scales to be followed when responding to a complaint. In addition, it does not include how older children can raise a concern, independently. The safeguarding policy does not include accurate contact details for the Local Safeguarding Children's Board. Contracts are in place, which the child minder ensures she and parents sign and exchange prior to the children starting at the setting. Parents complete detailed permission forms giving their consent for things such as the administering of emergency first aid.

The child minder reviews the quality of her care and produces a basic report. However, this is not completed annually as is required by regulation. Therefore, the child minder cannot be confident the children and their parents are benefiting from a quality service which the child minder monitors effectively. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

The child minder understands the importance of keeping up to date with current practice and the need to refresh her training and skills regularly. She ensures she regularly updates her mandatory training such as paediatric first aid in line with legislation. All household members over the age of sixteen years have up to date disclosure and barring service checks (DBS).

The child minder understands the importance of working in partnership with parents. Ensuring the children in her care receive the correct support to meet their individual needs. She communicates with parents verbally and via an online childcare App. Parents we spoke with were highly complementary about the child minder and the care their children receive. They told us their children enjoy attending the setting and experience a range of activities.

Recommendations to meet with the National Minimum Standards

R.1. The privacy and dignity of children when changing their clothes should be considered.

R.2. Mealtime routines should be reviewed to ensure they are promoted as sociable experiences.

R.3. Children's development should be tracked to support effective planning for their next steps.

R.4. Policies and procedures should be reviewed to ensure they reflect the National Minimum Standards and current legislation.

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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16	The child minder has not reviewed or completed a report, regarding the quality of care for their service within the last twenty months. The quality of care review and subsequent report must be carried out and written at least annually. The child minder must carry out annually a review of the quality of her care that includes the views of children and parents and identifies any areas she would like to improve. She must produce a report of this and make it available if requested within 28 days.	New
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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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