



Inspection Report

Kankshi Khamar

Colwyn Bay



Date Inspection Completed

25/10/2022

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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] This is the first inspection since 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>	Good
<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 active and curious learners and make choices about what they want to play with. Interactions between children and the child minder are good. Children settle quickly after an outing and enjoy getting out what they have chosen to play with. Children's opinions and interests are valued and acted on. Children are developing their independence skills well.

The child minder has a warm and friendly approach and gives children plenty of praise. She plans and organises interesting activities which are led by children's choices and include themes such as special events such as Diwali. Many activities are left for the children to decide for themselves.

The environment is clean and welcoming. A well-resourced playroom provides good opportunities to develop a range of skills. The layout of the playroom promotes children's independence and is organised to enable children to freely explore and make their own choices about what they want to play with.

The childminder has built positive partnerships with parents who she keeps well informed about their child's day. The setting operates through the medium of English. The child minder regularly meets with other child minders in the area for socialisation and takes children to local areas of interest, supporting them to discover more about the world around them.

Well-being**Good**

Children let the child minder know what they want to play with. They play games in the playroom, and bring toys to show the child minder. Children made non-verbal requests which the child minder listened to and acted, on bringing a drink and snack as the child was hungry.

Children are familiar with the daily routine, and this gives them a sense of being safe. They settle quickly after a morning at toddler group getting out what they have chosen to play with. Children come to the child minder for reassurance, to sit on her knee and have a cuddle before going back to play happily.

Children interact well with the child minder. They listen to instructions and know when it is time to tidy away the toys which they do with plenty of help from the child minder. Children have good relationships and the way they played together showed how they like coming to spend time with her.

Children are developing their independence appropriately. They follow their own interests, with the child minder on hand to provide help and support gently suggesting toys they would like to play with. Positive relationships were observed, and language is developing through stories and lots of chatting effectively.

Care and Development**Good**

The child minder interacts with children positively demonstrating warmth and kindness. She provides a range of play and learning activities and is responsive to the children. She listens and respects all the children's choices and requests.

The child minder knows how to keep children safe and healthy. She has an appropriate understanding of safeguarding procedures having been a safeguarding lead in her previous nursery role. The child minder completes accident and incident records and keeps parents informed, however these records along with medication forms require more information to ensure the fullest care can be provided. Parents provide their own food for the children the child minder encourages young children to use a wipe, and this helps to develop their personal hygiene. However, the child minder did not follow current best practice in relation to nappy changing. The child minder used gentle reminders to encourage a child to sit still on the low chair.

The child minder focuses well on the interests of the child, their individual needs and development. She plans and organises a few activities which are led by children's choices and include themes and special days. The child minder gives plenty of praise for small achievements such as eating lunch which builds children's self-esteem and makes the children smile.

The child minder encourages children and chats to them all the time. She develops their curiosity and thinking skills by providing positive support. She regularly meets other local child minders which helps socialise children and gives her a chance to chat to other child minders and share ideas. The child minder takes the children to toddler groups where children can learn and play in a different environment which develops their skills effectively.

Environment

Good

The child minder provides a safe and clean environment where children can play and learn. The premises are secure with the front door locked and re locked after we arrived. The child minder is aware of her responsibilities and supervises children well during their activities.

The child minder ensures the environment is welcoming to children as it is light and bright and well organised. Resources are clean and in good repair. To minimise potential infection, a selection of easily cleaned resources and equipment are available for the children daily. Furniture such as low-level chairs allow the child minder to sit on the floor at the children's level for mealtimes. A secure and enclosed outdoor play area suitably resourced enables even the youngest children to enjoy outdoor play.

A well-resourced playroom and outdoor area provide good opportunities to develop a range of skills. There are a variety of materials including plastic and natural objects. The layout of the playroom promotes children's independence. The room is attractively organised to enable children to freely explore and make their own choices about what they want to play with. The child minder makes sure a few pieces of children's work is displayed and this creates a sense of belonging. There are good opportunities for children to practice using their senses through water play outdoors, craft activities and visits in the local area such as to the beach.

Leadership and Management

Adequate

The child minder has a written a statement of purpose, which provides parents with the required information about what the service offers. Appropriate policies and procedures are available for parents. An appropriate record of children's attendance is kept.

The child minder is a member of a support organisation Pacey. She finds this useful to keep up to date with information about her child minding and utilises some of the documentation provided such as contracts.

The child minder is improving the service she provides. She knows her service well and has developed the outdoor area well with the addition of natural materials and a defined space for the children to play, complete with a new fence. The child minder told us of her view of the service and how she wants it to be. She makes positive changes which benefit children and improve outcomes and skills for them especially outdoors.

The child minder ensures she keeps up to date with training and current thinking which improves her knowledge to carry out her role effectively. All relevant family members are on the update system and have a current Disclosure and Barring Service (DBS) check.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day through an app which shows photographs of the children enjoying their time at the child minders. The child minder is sensitive to the needs of the children and their parents and forms are completed with details of the children so the child minder can provide appropriate care however these do not include all the required information to ensure the fullest level of care. The child minder regularly meets with other child minders in the area and takes children to local areas of interest, such as the beach and local parks supporting them to discover more about the world around them.

Recommendations to meet with the National Minimum Standards

None

All recommendations have been completed. We received written confirmation on 16/11/2022.

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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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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