



## Inspection Report

**Annie Isaacs**

**Newport**



**Date Inspection Completed**

06/03/2024

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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	22 May 2023
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are happy and form warm relationships with the child minder and her family. They enjoy their time at the setting and are confident to communicate their needs. They undertake activities that interest them and are developing their independence.

The child minder is caring and interacts well with the children in her care. She has a good understanding of how to keep children safe and healthy. She supports children's learning naturally by playing alongside them and encouraging their development.

The child minder ensures her home is a safe and comfortable environment for children. She identifies, monitors and manages hazards and risks effectively. She provides a range of resources and facilities to enable children to take part in a variety of activities.

The child minder sets clear aims to meet children's needs and follows her written policies and procedures. She operates some suitable systems for record keeping and ensures ratios are always adhered to. She understands the importance of working with parents to ensure the well-being of the children in her care.

Children are happy and settled in the child minder's home. They move around the toys and activities freely and can choose independently from the resources stored within their reach. They are confident to follow their own interests and to express themselves to the child minder. For example, they confidently select toys from the storage boxes to play with and they help themselves to snacks after school.

Children have a warm relationship with the child minder and feel secure in their surroundings. We heard children chatting to themselves whilst playing with the wooden food in the role play kitchen. Children have a sense of belonging and are familiar with routines. For example, when told it was time to leave the house, children got ready promptly, waited patiently with the child minder and followed instructions when getting into the car safely.

Children are learning to share resources and play well alongside each other. We saw children of all ages happily chat to each other whilst playing together. They look after the toys and show respect for the home environment, for example by picking up toys and packing them away carefully after playing with them. Children express themselves freely and happily share their ideas and thoughts. For example, children talked to the childminder about going on holiday and the types of activities they're looking forward to doing.

Children enjoy the activities available to them and concentrate for appropriate lengths of time for their age. For example, younger children like playing with a push along toy and board games whilst older children choose to relax on the sofa watching TV or play football outside. Children have good opportunities to initiate their own play through activities such as using train tracks to build different types of tracks with bridges and tunnels for their vehicles.

Children have a good range of experiences and opportunities to develop their learning. They use the garden regularly and go on local walks with the family dog where they have opportunities to develop their physical and social skills. Children are encouraged to do things for themselves, such as going to toilet, feeding themselves and storing their bags and shoes in an appropriate place. This helps them to gain confidence and promotes their independence.

The child minder has a good understanding of her role and her responsibility to keep children safe and healthy. She demonstrates efficient and effective infection control through regular handwashing and wiping the table before and after food. The child minder provides freshly prepared food and offers alternatives to children if they are reticent to eat. She has undertaken a food hygiene qualification. The child minder has a good understanding of allergy management but does not have a written policy to support this. She provides children with daily opportunities to get fresh air and play outdoors. The child minder has a clear toileting policy appropriate to the ages of the children currently in her care. She has recently attended safeguarding training and understands the procedures to follow should she have any child protection concerns. The child minder has a paediatric first aid qualification and appropriate forms to complete in the event of accidents or the administration of medicine. She currently does not record incidents and pre-existing injuries formally in writing or obtain written confirmation that parents have been informed. The child minder supervises children very carefully on the school run, ensuring they are aware of how to keep themselves safe and understand the expectations of their behaviour. She transports them safely in age appropriate car seats in her vehicle. The child minder carries out fire drills monthly and records these appropriately.

The child minder cares for children in a kind and relaxed way. She listens carefully to children's requests and demonstrates politeness and respect in her interactions with them. The child minder knows the children in her care well and manages their behaviour appropriately when required. She provides praise for children's achievements, for example, when younger children proudly tell her they no longer use a dummy. The child minder encourages children to say 'please' and 'thank you' and to be respectful of each other in their play.

The child minder does not regularly plan activities during term-time and instead lets children direct their own play based on their own interests. She identifies opportunities to naturally develop children as they play, for example by encouraging them to add up the dots on two dice when playing snakes and ladders. She plans some art and craft activities for events such as Mother's Day. During holidays times, the child minder plans a range of visits to interest children such as swimming, soft play and parks.

## Environment

Good

The child minder ensures the premises are safe and secure. For example, she keeps the front door and back gate locked and stores keys out of reach of children. The child minder keeps accurate records of children's attendance as well as any visitors to the premises. She has good hygiene practises which ensures all areas of the home and resources are clean. The child minder conducts regular visual checks to eliminate any risks to children's health and safety. She undertakes suitable written risk assessments for all areas of her home and when leaving the house, for example, to do school pick up and drop offs. All routine maintenance checks for the building are up to date and hazardous substances are stored securely away from children. The child minder has appropriate public liability insurance.

The environment is welcoming and child friendly. It provides a light, bright and spacious area for children to play and learn. The child minder's open plan design offers a lovely indoor space for children to move freely. The space available to children is attractively organised to enable children to make their own choices about what they want to play with. The child minder provides a variety of toys, games and equipment and organises these well, so children can access them easily. She ensures there are resources appropriate for the ages of all the children she minds. The home's living area has a comfortable sofa and swing chair which provide a relaxed space for children to rest and play. The adjacent dining area is a good place for children to eat and enjoy tabletop activities. There is a very well-maintained and attractive garden to the rear of the home. The child minder provides free flow to this area via a set of double doors, although she does not currently have a risk-free method of keeping these open. She ensures the outdoor play area is safe and presents interesting opportunities for the children. We saw a variety of age-appropriate outdoor toys including scooters, a wooden play rocket, a tent, footballs and new table and bench set.

Toys and equipment are clean and in good condition. The child minder ensures there is good quality furniture and resources to support children's independence. For example, there are appropriately sized table and chairs, low level toy storage, and steps for children to access the toilet and sink. She ensures liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

## Leadership and Management

**Adequate**

The child minder has a statement of purpose which outlines the details of the care service she offers to parents and children. She has developed a range of detailed policies and procedures that she reviews regularly. Some of these were updated during the inspection to reflect the child minder's practises more accurately, and to set timescales for actions. For example, the child minder's confidentiality policy was updated and a practise of consistently using appropriate sources of advice now needs to be embedded. She informs Care Inspectorate Wales of significant events relating to her child minding as required by the regulations. She gathers required information for children and stores this appropriately. The child minder ensures her car has valid insurance, tax and MOT.

The child minder is reflective and was keen to discuss ways of improving the service she provides to children and families. She was aware she had not yet undertaken her annual quality of care review of the service but had taken steps to obtain viewpoints of parents to feed into this. The child minder submitted this to Care Inspectorate Wales shortly after our visit. There is a suitable complaints policy available for parents.

The child minder does not employ an assistant and currently works alone. She is appropriately qualified and up to date with the required mandatory training. The child minder has a full Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She also ensures household members aged 16 and over have current DBS certificates. The child minder consistently maintains appropriate ratios to ensure children are cared for in line with her registration.

The child minder understands the importance of working with parents to ensure the good care of their children. She responds positively to requests and suggestions from parents. Parents we spoke with were complimentary and were happy with the care the child minder provides to their children and them as a family. They receive photos and communication via private message as well as verbal feedback when collecting their children.



### 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)
Standard 10 - Healthcare	Devise an allergy policy.
Standard 10 - Healthcare	Record pre-existing injuries and incidents in writing. Ensure parents sign a copy to acknowledge receipt of the report.
Standard 22 - Environment	Identify a mechanism for securing doors to the outdoors when open for children's free-flow to the garden.
Standard 18 - Quality assurance	Ensure a quality of care review is undertaken annually.

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)
Embed the updated confidentiality policy and consult appropriate advisory bodies for advice if needed.

Ratings	What the ratings mean
<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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