



Inspection Report

Annie Isaacs

Newport



Date Inspection Completed

18/05/2023

About the service

Type of care provided	Child Minder
Registered places	7
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] First registered 26 September 2022
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.

Welsh Government © Crown copyright 2023.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

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

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

Summary

Children have a good voice at the setting. Children know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed, and very settled. They have opportunities to follow their own interests and enjoy taking part in the activities on offer.

The child minder works well to ensure children are safe and healthy. She has developed her policies well. The child minder promotes good behaviour, encouraging positive interactions and acts as a good role model consistently. She offers children a good range of activities, resources, and experiences.

The environment at the service is safe and secure. It is homely and well decorated. The outdoor area is utilised well, children have free flow access to the garden which promotes their learning. The child minder provides age-appropriate equipment and furniture and ensures all resources are well maintained, clean and safe.

The child minder is organised and mainly keeps her records accurately and securely. She has developed good relationships with parents, she is at hand to offer advice to families and keeps them well informed.

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and what they would like to use. They move freely between different activities. Children feel safe, happy, and comfortable in the childminder's care. They are extremely content and settled and show enjoyment; they smiled and giggled throughout their time with the child minder.

Children are settled and happy. They are forming positive bonds of affection with the child minder and her family, and they enjoy her company and seek comfort and reassurance from her when needed. Children express themselves well, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child asked for help with their board game, the child minder made some suggestions to help them understand how the game is played. It is evident that children enjoy the childminder's involvement in their play.

Interactions between the children and the child minder are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. For example, on arrival from school, an older child wanted to sit quietly and paint. They were able to access the resources independently, setting up a painting station at the dining table and quickly settled down and became absorbed in their chosen activity. All children have a sense of belonging and have formed friendships with each other. For example, an older child offered to help to a younger child wanting to play 'Connect' game. On realising the younger child wanted to make up their own rules the older child smiled in agreement and allowed them to do so.

Children show high levels of engagement in their play and learning. They confidently engage in adult led or self-directed activities. During our visit, the children chose to complete a giant jigsaw puzzle, play board games and do painting activities. Children play appropriately for their age and stage of development, they listen and play cooperatively, sharing resources, negotiating, taking turns and follow direction from the child minder well. For example, when a child wanted to play with the family pet dog the child minder reminded them that it may be that the Poppy needed her rest. Instead, she offered the child a game to play with before the evening meal was ready. The child accepted the alternative happily.

Children have opportunities to develop their skills and independence in line with their age and stage of development which enables them to do some things for themselves successfully. For example, they feed themselves at mealtimes and choose resources independently. Children gain a sense of achievement from what they do and are eager to share their successes, for example a child was excited to show that they had painted a plaster cast of a small teddy bear which they were very proud to have finished. They all acknowledged the good effort the child had made, and this allowed the child to feel a sense of pride.

The child minder is aware of her responsibilities to keep children safe and healthy. She implements appropriate cleaning and hygiene procedures. She encourages children to wash their hands and she uses gloves and aprons when appropriate. The child minder has received a grade 5 from an environmental health, food and hygiene inspection. The child minder is aware of safeguarding procedures, and she is confident about how to seek support if required. She is aware of the procedures to follow if she has any concerns about any child. The child minder completes appropriate medication and accident forms, and the childminder maintains accurate daily registers. The child minder ensures that children's privacy and dignity is respected when children need to use the toilet or when they need to change clothes before or after school.

The child minder manages interactions positively. She acts as a positive role model treating children with kindness and care. She praises children for their efforts and accomplishments to promote their confidence and self-esteem. She encourages the children to say 'Please' and 'Thank you' and she praises them when they use manners independently by saying "Well done, that was really good!" The child minder manages the children's behaviour well and considers their age and stage of development. All children are confident to approach the child minder if they are unhappy. Some children seek extra comfort and support, and the child minder responds warmly to them.

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and leads planned activities for the children. Currently the child minder cares for children who are at school full time. She mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use and play with. The childminder extends children's learning and ensures that she engages with them appropriately during their play activities. She is clearly aware of their routines and habits and recognises when they are tired or hungry, needing to move onto a new activity or needing comfort. For example, when one child became restless the child minder suggested the child could watch TV for a short period of time before being collected to go home.

The child minder uses appropriate systems to ensure the environment is safe and secure. The child minder ensures that all entrances and exits are locked whilst the children are present. The child minder in the main is competent in identifying risks to children and eliminates them as far as possible. For example, her risk assessment showed that she had removed the large trampoline in the garden as it posed a hazard. Her assessment showed that the space the trampoline was taking up in the garden could be better utilised with adding better resources such as games and activities. However, some trailing cables in the front room were not fully out of reach of children. Annual safety checks such as the gas safety certificate is up to date. The child minder carries out regular fire evacuations, ensuring all children have opportunities to practice the drill. However, the fire drill log did not include comments of how successful or challenging the event had been.

The child minder ensures the premises are warm, welcoming and child friendly. She maintains the environment well with good space for children to use. The main play area is light, clutter free and gives children space and freedom to move around. The child minder understands the importance of outdoor play to promote children's development as she discussed a range of outdoor activities, she undertakes to promote physical play. The outdoor area offers a good range of play opportunities including toys and activities and resources suited to the age and stage of the children she currently looks after. The child minder ensures that children have free flow access to the garden area which is safely enclosed. Children can independently access resources because the child minder provides low-level storage, furniture and equipment to support their development and self-directed learning.

The child minder ensures children have access to a suitable range of resources that are of good quality and are age appropriate. They are varied to keep children's interests. For example, there is a good range of craft resources, jigsaws, cars and other vehicles, books, board games and small world resources. The child minder sits with the children at the table for snacks and mealtimes and to participate in activities; encouraging them to socialise and engage with one another.

Leadership and Management

Good

The child minder has a good understanding of her responsibilities as a provider. The policies and procedures contain all the relevant information, and the child minder maintains a record to reflect when she has reviewed and updated them. The Statement of Purpose accurately reflect the service provided. Disclosure and Barring Service (DBS) checks are in place and the child minder has valid public liability insurance.

The child minder has appropriate contracts in place for the children in her care and provides a reliable service. The child minder recognises the importance of working in partnership with parents. For example, she provides parents and carers with the relevant information to make choices about the care of their child. She keeps parents informed about all aspects of her child-minding service and gives verbal feedback to them daily.

The childminder has a suitable understanding of what is required in forming a quality-of-care report. She is planning to complete the report after her first year of child minding. She has started to seek the views of parents and carers as well as the children. The comments received, have all been very positive. Written feedback from parents told us that the child minder is kind and considerate in her care to their children. Parents are delighted to see how their children have grown in confidence since starting their placement with the child minder and her family. Parents stated that their children love to attend the child minder's service and they have noted that the child minder provides a calm atmosphere this includes the help of Poppy the dog who is calm and very patient with the children. The child minder is committed to improving her service to achieve the best outcomes for children.

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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

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)
Broaden fire drill records to include comments for each evacuation event to help understand patterns or trends that can be improved.
Identify and minimise all hazards including trailing cables and update risk assessment accordingly.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 14/06/2023