



## Inspection Report

**Lucy Jones**

**Wrexham**



## **Date Inspection Completed**

13/02/2024

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
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.

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

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

## **Summary**

Children are happy and feel safe in the child minder's care. They settle well and are developing positive relationships with their friends and the child minder. Children happily let the child minder know what it is they want using the strategies and basic language skills they have developed. They are progressing well and are developing their independence.

The child minder is very responsive and attentive to the children. She has a warm and nurturing manner and is a good role model. The child minder knows the children well and meets their individual needs and wishes.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is sufficient space and resources to encourage children to play and learn. Toys and play equipment promote children's curiosity and creativity and are in good condition.

The child minder is developing her skills and knowledge since registration. The setting is being managed satisfactorily.

Children have opportunities to make choices and decisions. They move freely around the setting choosing from the toys and activities available to them. Children are happy to express themselves. As they are all under three years, they do this using basic words and phrases, and non-verbal strategies such as pointing and nodding their heads. They know their child minder will listen to them, understand, and respond appropriately.

Children are settled and happy. They look to the child minder for reassurance, for example when we entered the home, as they are shy. They enjoy being with the child minder, and family members. Children are keen to involve the child minder in their play and were seen to play alongside her throughout the visit. Children form affectionate relationships with the child minder, often sitting on her lap, and snuggling up close. Children are comfortable in the child minder's home, they are familiar with daily routines, feel secure in the company of the family, and are relaxed. For instance, they know to sit routinely at the table at mealtimes and where things go when they help to tidy up.

Children have formed good relationships with the adults and children at the setting in the short time they have been attending. Children attending and the child minder's child are a similar age. Children play happily together, share toys and are beginning to understand why they need to take turns. They listen to the child minder and are beginning to respond to simple instructions, for example when they are helped to put on a coat or feed themselves independently.

Children enjoy their play and benefit from a varied selection of play and learning opportunities. They show interest and willingly join in when the child minder introduces a craft activity. They concentrate long enough to complete the activity with the support of the child minder sitting beside them. Children learn through their play and enjoy the time when they are left to follow their own interests, for example playing with their favourite toys. Children have several opportunities a week to attend local toddler groups where they for example, play and learn songs and rhymes, and have opportunities to explore their local outdoor environment.

Children are developing their independence skills enabling them to do some things for themselves. For instance, they move around to play, and feed themselves independently when finger foods are placed in front of them. They also try to put on their coats and shoes by themselves, before asking for some help.

## Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She has experience as a mum and has the appropriate policies and procedures in place which promote children's health and wellbeing. The child minder has attended safeguarding training and understands the procedures to follow should she have any concerns about a child. She has current first aid training, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. The child minder uses a cot in a bedroom for sleep times and uses a baby monitor to check on them. Currently children do not have individual blankets in the shared cot. The risk of cross infection was discussed. Parents provide meals and snacks for their children which the child minder prepares hygienically. She has completed training on the impact of allergies on children's health with Environmental Health. The child minder promotes healthy lifestyles and provides the children with opportunities to get outdoors and to enjoy the benefits of fresh air.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She told us all the minded children have settled in well. She understands the children's individual needs and is promoting positive behaviours and attitudes. For example, we heard the child minder praising a child frequently for feeding themselves and later gently guiding them away from a situation when they moved towards the washing machine to turn the dials. Children are distracted sensitively as described in her behaviour policy. The child minder constantly reassured the very young children and asked if they were ok as she recognised that they were not sure of our presence.

The child minder provides play and learning opportunities which promote children's interest and learning, naturally through play and some focus activities, due to the children's young age. For instance, children were gluing items onto a card they made and using paints to decorate them with some support. We heard lots of positive modelling of language as children were playing. However, we did not hear any use of Welsh language during the inspection, but the child minder confirmed the children do sing Welsh rhymes and songs whilst at the various toddler groups they attend. The child minder is developing systems to track children's development and to support her to identify the next steps to promote children's development. The children did not play outdoors in the garden during our visit. There were few resources and play equipment available in the garden, however the child minder had some ideas for developing the area as soon as the weather was suitable. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

**Environment****Adequate**

The child minder makes sure the premises are secure, safe, and clean. For example, doors were locked when we arrived, our identity was checked, and door keys were placed out of the children's reach after use. Records are kept of children's attendance, and we discussed the importance of recording any visitors to the setting. The child minder told us she completes risk assessments for the premises and outings, identifying most of the potential hazards to children and measures in place to manage these risks. We discussed the need to complete risk assessments for 'risky play' activities indoors and outdoors, and to highlight the benefits of these activities as well as the risks. The child minder had not yet completed fire drills with the children. It is important that the child minder is clear of how she will evacuate several very young children from her premises, if there is a need to do so. The children, even though they are young need to be aware and familiar with leaving the premises in an emergency, and the sound of the alarm. Routine fire drill practices would help to familiarise young children with such an event.

The child minder provides a welcoming and friendly environment for children. It provides light, bright, and spacious areas for young children to play and learn. Children use areas downstairs in the dedicated play space and kitchen diner, and upstairs in a lounge and bedroom. Various age-appropriate toys and resources are available. They are stored at a low level so children can access them easily. The outdoor play space is secure and provides areas of decking and artificial grass.

The child minder ensures equipment suits the children's age range. For example, there are safety gates to restrict access to the kitchen and stairs. The child minder ensures toys and equipment are clean and in good repair.

## **Leadership and Management**

**Adequate**

The child minder has limited experience in managing her setting as she has only been caring for children for a month. The statement of purpose does support parents in making an informed choice as to whether the setting suits their child's needs. The child minder has developed a range of policies and procedures which reflect the quality of the setting offered. The maintaining of records is well organised to support the smooth running of the setting.

The child minder is aware of the need to monitor and review her setting annually. We discussed the process of sending out questionnaires to parents, children, and professionals if applicable. The child minder is reflective of the day to day running of her setting and intends to record details of what goes well, and what may need improvement as her setting develops.

The child minder is appropriately qualified and has completed all mandatory training in safeguarding and first aid. She demonstrates a commitment to improving practice, she was keen to tell us of her intentions to attend further training and learning. A current Disclosure and Barring Service certificate (DBS) confirmed her suitability to care for children. The child minder ensures household members also complete DBS checks, and like herself have subscribed to the update service.

The child minder understands the importance of working in partnership with parents. This ensures the children in her care receive the correct support to meet their individual needs.

### 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 24 - Safety	Fire drills are carried out at least every 6 months, recognising that children of all ages benefit from more frequent practice. A record of the date such practices take place are kept. An evaluation of each fire drill will determine whether any changes are needed to the current procedures.
Standard 22 - Environment	Individual children are provided with clean bedding and towels. This is to minimise the risks of cross infection when sleeping in the shared cot, and when washing their hands and faces for example.
Standard 24 - Safety	Risk management of individual activities, play opportunities and outings will have an element of risk which must be identified. It is important to balance the risk of harm against the benefits for the child. The benefits of risky play should be included in risk assessments.

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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