



## Inspection Report

**Rosetta Jones**

**Fishguard**



**Date Inspection Completed**

14/09/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	26 October 2017
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.

**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](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.

<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>Good</b>

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

## **Summary**

Children have a good voice and communicate confidently with each other and with the child minder. They are happy and have developed strong relationships, enjoying what they do. Children participate in activities as well as choose their play and demonstrate good independence skills.

The child minder understands and implements policies and procedures to promote healthy lifestyles, safety, and personal well-being. She demonstrates warmth and kindness towards children and ensures they feel valued and safe.

The child minder provides an environment with effective measures in place to ensure the safety and welfare of children. She ensures the environment is secure and very well maintained, both indoors and outdoors. The childminder provides a good range of resources to motivate all ages and stages of development.

The child minder's practice and policies are in line with regulations and National Minimum Standards. The child minder has formed close relationships with parents and established partnerships with local schools through a reliable pick-up service.

## Well-being

Good

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their opinions and interests are always valued. Children's voice is a strong aspect, with children choosing which resources they wish to play. For example, they choose their colourings and materials during craft and art activities. Children move freely around the indoor play space and confidently make decisions about which activities they wish to take part in.

Children feel secure and safe. During our visit, the child minder explained to the children what our names were, and the children quickly settled. Children were comfortable to bring different resources to us, inviting us to participate in their play. Children are happy, settled and are comfortable in the child minder's home and environment. They are familiar with the consistency of the relaxed daily routine as this supports their individual needs. We saw children happy and content, with continuous chatter during their play. The bonds of affection and attachment are very evident. Children have a sense of belonging and have formed close relationships with the child minder and their peers. Children enjoy knowing what's happening next, for example, tidying up, school run and lunch time.

Children communicate openly. Interactions are continuous and consistently good, and they cooperate and engage well. During lunch, children openly talk about their morning session at school and what they would like to do during the afternoon.

Children are actively engaged in their play and express enthusiasm and enjoyment whilst taking part in a range of stimulating play opportunities. Children initiate their own play as resources are accessible and presented at their level. For example, one child enjoyed spending time playing with a box of small world resources. Children enjoy transporting picture magnets from the easel to the box of transport resources and use these to post through the aeroplane window, concentrating on which magnets fit each window.

Children have opportunities to experience age-appropriate activities and a range of resources that promote their all-round development, which enables them to follow their own interests confidently. For example, children ask to play with a box of shape magnets and enjoy using their creativity to create shapes.

Children have good opportunities to develop their independence skills. They take their time with the activities that they choose, without being rushed. For example, a child asked to complete a jigsaw and halfway through asked, "*Can you help me?*" The child minder responded warmly with, "*you can do this. Shall I show you? Which piece do you think is the tricky one?*" The child independently completed the jigsaw and responded with smiles saying, "*I'm going to do it again*" demonstrating a sense of achievement and pride.

Children are independent in their use of the toilet and their ability to wash their hands. They enjoy the independence of going upstairs to the bathroom.

## Care and Development

Good

The child minder understands and implements a range of policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She identifies and actively manages risks, and the children in her care receive consistent responses and reactions. The child minder's safeguarding training is up to date, and she is familiar with the policy and procedures to protect children. Nappy changing procedures are carried out with privacy and dignity. The child minder engages throughout the process considering the needs of children. The child minder ensures children's sleep patterns and procedures are followed in line with parental wishes. She is a good role model and reminds children of the importance of handwashing before lunch and after toileting. Accident and incident records are completed and signed by the child minder and parents.

Interactions between the child minder and the children are consistent, demonstrating warmth, kindness, and respect. She has established lovely relationships with the children and engages with them purposefully and effectively during activities. She ensures that she supports children's individual needs. For example, she understands children's non-verbal cues regarding milk feeds, sleep, nappy changes, and toileting, ensuring eye contact and gentle dialogue throughout these routines. For instance, during a nappy change, a young child babbled, and we saw the child minder maintaining eye contact and responding with warm chatter.

The child minder offers play spaces in which a range of quality, age-appropriate resources are available to children. The child minder has a very good understanding of children's development. She has in-depth knowledge of children's needs and interests as she has cared for them for a long time. For example, whilst exploring a large play shoe, the child minder promoted children's imaginative play by placing small world figures inside the shoe and used different voices whilst knocking the door. The child minder ensures children have access to a wide range of books. We observed a lovely story time where a young child snuggled closely with the child minder and enjoyed the repetition of the story being read aloud, tapping their head every time the child minder said, "*the sky is falling down*". The child minder prepares photo books for children entitled '*Childminder Days*', which document children's experiences and activities such as baking, trips to the park, drawing, water play in the garden, picnics, pumpkin decorating, and Christmas crafts. Following school pick up, we saw the child minder provide an opportunity for children to visit a shop and work through a small shopping list, discussing different types of milk and cereal. We saw children were engaged and enjoyed the responsibility of finding the right items. They are encouraged by the child minder to socialise, say 'please', 'thank you' and 'good morning' to shopkeepers and members of the community. The child minder encourages children to think about road safety. For example, whilst returning from the school run, we saw her guide children to wait at curbs and cross when it was appropriate and safe to do so.

**Environment****Good**

The child minder has effective measures in place to ensure children are safe. She ensures the environment is secure and very well maintained both indoors and outdoors. The child minder ensures the main door is always locked. She offers an environment which is welcoming and homely with clear hygiene practices in place. The child minder carries out fire drills and an evacuation process each month and we saw previous logs with clear information and notes. She keeps a comprehensive file of all relevant environment, building safety checks and certificates such as public liability insurance, which are updated annually. The child minder ensures all visitors sign a daily diary, which also records those in attendance and a summary of each day's activities. The child minder also keeps an attendance register and records children's arrival and departure times and parent contact numbers which are signed by parents. Risk assessments are purposeful and are reviewed. The child minder ensures ratios are always maintained.

Following the child minder's last inspection, decorative improvements have been made to the main play space resulting in the child minder's home being cosy and immaculate. The child minder's open plan design offers a lovely indoor play space for children to move freely. In the kitchen area, the child minder ensures children can sit at the table or in the highchair to enjoy a separate area for snacks, foods, and activities such as baking and crafts. The kitchen leads to the rear enclosed garden. The child minder ensures children are always supervised, and she understands levels of risks and acts on these accordingly. For example, the child minder told us the rear gate was waiting to be replaced and we saw that a new gate had been delivered as a replacement. As a result, we did not see children playing outdoors, but saw resources and equipment in the garden.

The child minder ensures resources are of a high quality and in very good working order. She ensures resources are purposeful offering opportunities and experiences for children to learn and develop new skills. The child minder keeps storage boxes which include books, small world, and transport toys. In the kitchen area, the child minder ensures children can access resources such as colours, stencils, and an abacus. We saw children safely accessing and using a range of different resources from around the playroom and kitchen.

## Leadership and Management

Good

The child minder keeps policies and procedures which mostly meet the National Minimum Standards, with these showing the last review date. She understands regulations and consistently ensures requirements are met, such as Disclosure Barring Service (DBS) checks and valid certificates. The child minder has established an organised system, where documentation is stored together in a confidential and effective way. The child minder's statement of purpose was updated during the inspection episode which now reflects the setting. She has established a childminding service over many years and is knowledgeable, responsible, and enthusiastic about ensuring paperwork is up to date and correct. The child minder keeps children's records which are up to date and signed. Additionally, the child minder keeps children's files containing observation sheets, developmental records of skills achieved and children's artwork and crafts.

The child minder's quality of care review demonstrates that views of parents and families are collected and considered. We saw evidence to show parents are happy with the activities and outings that are planned. The child minder provides evidence of questionnaires returned where children can provide their views through circling faces. The child minder told us the views collected are used to maintain standards and to ensure continuous improvements.

The child minder ensures she maintains her mandatory training, such as Food Safety, Safeguarding and Paediatric First Aid and we saw valid certificates.

The child minder has established excellent partnerships with parents over many years. She has built partnerships with local schools and offers a reliable pick-up service. The child minder's home is in the centre of the town, and during school runs and shopping activities, we saw she is well known within the community and treated with respect. The child minder told us she plans and provides additional experiences across the year such as visits to local parks in the town and nearby areas.



### 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
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

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.

### **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** 17/11/2023