



## Inspection Report

**Patricia Chamberlain**

**Blackwood**



**Date Inspection Completed**

26/09/2022

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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	17 February 2017
Is this a Flying Start service?	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.

<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 settle well and are happy, secure, and comfortable at the setting. They form a close and affectionate relationship with the child minder and receive warm and responsive care. They play freely and express themselves positively. They develop well as they follow their interests and become independent through taking part in a variety of activities and experiences.

The child minder understands her role to keep children safe and healthy. Interactions are nurturing and she is responsive to the needs of the children. She offers a good range of play experiences within the home. Some recommendations have been made in relation to implementing procedures for the monitoring of children's development and the use of incidental Welsh.

The environment is safe, clean, and well maintained. It provides sufficient space for children to play in comfort. Beneficial risk assessments and safety checks are in place. A good variety of toys, resources and experiences promote children's all-round development. The child minder ensures children experience regular outings in the local community.

The child minder manages her service effectively and has built positive partnerships with parents. She is experienced and has a clear vision for her service. There are quality assurance processes in place, and she monitors her service regularly. A recommendation has been made in relation to regularly reviewing all policies and procedures.

## Well-being

Good

Children thoroughly enjoy attending the setting. They have many opportunities to make choices and decisions about how they spend their time. They play freely and move around easily, choosing from the toys and activities available to them. Older children complete questionnaires to express their views and feelings on various aspects of the setting using descriptive words such as happy, safe, and kind. They are confident to express themselves, as they know their ideas and opinions are listened to. They happily approach the child minder asking her to join in with their play.

Children are happy, settled and relaxed at the setting. They separate from parents with ease and upon arrival, they quickly busy themselves with their play. They have formed an affectionate relationship with the child minder and have a strong sense of belonging. For example, we saw children seek out hugs and sit contently with the child minder. Children receive frequent praise for their efforts and achievements; making them feel happy and valued.

Children form close friendships and interact well. They enjoy one other's company sharing plenty of smiles and giggles. They readily share resources and are kind to one another. For example, we saw children working together to make a picture puzzle saying, "*Here you go*" and "*Thank you*" as they passed puzzle pieces across to one another. They showed each other their favourite toys saying, "*Look what I have, this is my favourite*". This shows the bonds they have with one other is strong. They respond well to occasional prompts from the child minder, showing they are able to manage their own behaviour.

Children show great enjoyment in their play and learning. They concentrate well, sustaining interest in things they have chosen to do for extended periods. We observed them spending time engaged in small world activities, responding promptly to questioning from the child minder about the colours and sizes of animals. They settle well to listen to a story shouting "*Oh goodness me, there's a snake*", making hissing noises and pointing at the pictures excitedly. Children have daily opportunities for exercise and fresh air. They play in the garden, enjoy walks to school and regularly attend outings within the local community.

Children are developing their independence skills well, enabling them to do things for themselves. For example, they confidently access resources and follow their own interests, picking out toys confidently. They sit nicely at dinner time, feeding themselves with forks and spoons. We observed them readily pulling their own sleeves up as they prepared to wash their hands and they attempt to put on and take off their own coats. They listen well to the childminder following any instructions given such as helping to put toys away.

## Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She has a comprehensive safeguarding policy in place and is aware of her responsibility to report any safeguarding matters. She keeps a record of all accidents, incidents, and existing injuries of children. These are discussed with parents as appropriate, and signatures are obtained. There is a clear medication policy and procedure in place, and she gains consent from parents to administer any prescribed medication as appropriate. The child minder has current paediatric first aid training, enabling her to deal with minor injuries confidently and obtains written permission from parents for a variety of situations, including emergency medical care. The child minder promotes children's physical well-being successfully through lots of outdoor activities and healthy eating is encouraged. She has a thorough knowledge of children's individual food preferences and has robust systems in place to ensure that any allergies are managed effectively. The child minder holds relevant food hygiene training and follows correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She acts as a good role model, treating children with respect and remaining consistent in her approach. She has an effective behaviour policy in place promoting positive strategies and uses gentle tones and lots of praise. We heard phrases such as *"Wow, that's amazing"*, *"Well done"* and *"That's so clever"* frequently. Children are also encouraged to share, take turns and be kind to their friends. For example, we heard *"Let's share and be kind please"* often. She ensures meal and snack times are sociable as she chats with the children as they eat, encouraging good manners.

The child minder supports children's learning and development appropriately. She knows the children well and understands their individual needs and abilities. Basic plans are in place, and she ensures a range of experiences that appeal to children's interests such as outings in the local community and visits to local Castles. Children contribute their ideas to activities such as gardening and planting. However, there is no formal system in place for the monitoring of children's progress and development. The child minder does not conduct formal observations of children's play to monitor key milestones or identify next steps in learning. During the inspection, we heard limited use of the Welsh language. However, the childminder stated that she is currently working on developing her skills and confidence in this area. She has invested in Welsh resources such as Welsh culture toys and books.

## Environment

**Good**

The child minder provides a welcoming home from home environment for children, ensuring that the premises are safe and secure. External entrances and gates are always locked

ensuring that children are unable to leave the premises unsupervised. Safety gates are in place around the setting to restrict access for children to areas such as the kitchen when unsupervised. All routine maintenance checks for the setting and appliances are in place and up to date. A register records the time that children arrive and leave the setting and the child minder ensures only authorised entry, maintaining a log of any visitors. Purposeful risk assessments are in place for both the setting and outings and the child minder reviews them regularly to ensure children's safety. Regular fire evacuation drills are completed ensuring children are aware of how to leave the setting safely. Cleaning materials and hazardous substances are stored away from children. Procedures for food preparation and infection control are always followed by the child minder.

The home environment is child friendly, comfortable, and well maintained. There is a dedicated playroom which provides ample space for children to play and learn and contains a wide range of resources, which appeal to children's interests. This includes small world toys, role-play activities, digital games, puzzles and arts and crafts. Children enjoy using a stimulating outside area which has been developed for children's activities, enhancing their learning, play and knowledge and understanding of the world. For example, children had been planting a variety of fruit and vegetables including peas, tomatoes, cucumber, and strawberries. During summer months, children can flow freely between the indoors and outdoors which promotes their choice and independence. There is an accessible ground floor bathroom, which is clean, well maintained, and child friendly.

The child minder provides a wide range of good quality, age-appropriate toys, and resources. Children access most resources freely because they are stored at low level. Furniture and equipment are of suitable size and design for the age of the children helping to support independence. For example, younger children have access to a child sized table and stools, and a step in the bathroom to aid them when washing their hands and using the toilet. Travel cots are available for children who need to nap. Regular monitoring of resources ensures they are clean and in good repair. When purchasing new resources, the child minder considers the children's interests. For example, following ideas from children, we saw that she has recently purchased an autumn squirrel activity, new stationery and an afternoon tea set alongside extended reading books for older children. Multi-cultural resources are available such as books, puzzles, dolls, and fancy-dress items, helping to promote children's awareness of various cultures and the diverse society they live in.

## **Leadership and Management**

**Good**

The child minder manages her service well and has met all the recommendations made at the previous inspection. She obtains relevant information about children as part of the admission process, helping to ease their transition into her setting. There is a statement of purpose, allowing parents to make an informed decision about the setting's suitability for

their child. However, we noted that this required updating to comply with regulations and the child minder has taken action to address this. There are a beneficial range of policies and procedures in place which reflect current practice. However, we noted that these are not annually reviewed and dated. The complaints policy has also recently been updated to include information on procedures for outside agencies to investigate a complaint as well as information on how older children can complain. Record keeping is generally well organised and maintained to support the smooth running of the service.

The child minder regularly monitors the quality of her service, effectively seeking views of children and parents via questionnaires. She uses this feedback to produce a quality-of-care report, carefully considering any comments or suggestions. For example, she has recently purchased new reading books for older children to help promote different interests and uses preferred methods of communication as requested by individual parents. The child minder understands the importance of keeping up to date with best practice and the need to refresh her training and skills regularly. She has recently completed additional training including an introduction to the new curriculum for Wales.

The child minder has good oversight of her business and manages her resources and time appropriately. She is well qualified and has completed a Level 5 childcare qualification since the previous inspection to extend her knowledge and understanding of childcare practice. She works alongside her husband who is also a registered childminder. They divide their time so that one is responsible for taking and collecting children from school, whilst the other remains at home looking after other minded children. There are also arrangements in place with other registered child minders to provide back up support in an emergency. She fulfils her responsibilities in terms of notifying Care Inspectorate Wales of significant events affecting the service. However, during the inspection we noted that further updates to persons living at the premises needed to be made, which the child minder is in the process of completing. The child minder has an up-to-date disclosure and barring check certificate (DBS) to confirm her suitability as a registered child minder.

The child minder promotes positive partnerships with parents, keeping them up to date through a variety of methods, including verbally upon collection and via private message. Parents spoken to as part of the inspection confirmed that they are very happy with the care provided and feel their children are very settled. They value the child minder's flexibility. Comments were positive and one stated *"My child is developing a lot quicker than expected and she has always provided excellent support and guidance"*.

### **Recommendations to meet with the National Minimum Standards**

R1. Implement procedures for the monitoring of children's development to support next steps in learning.

R2. Develop the use of incidental Welsh.



R3. Ensure all policies are reviewed and dated at least annually.

### 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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<b>Ratings</b>	<b>What the ratings mean</b>
<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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