



Inspection Report

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Caldicot



Date Inspection Completed

11/10/2022

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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	Manual Insert] 6 April 2017
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<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 are settled, comfortable and happy at the child minder's home. They enjoy a good selection of age appropriate and interesting activities to support their play and learning. They have a strong voice at the setting and are involved in decision-making around daily routines and play opportunities. The children form close and affectionate relationships with the child minder. They play confidently together and express themselves well in accordance with their ages and stages of development.

The child minder has a good understanding of her role and responsibilities in relation to children's wellbeing and safety. She is a positive role model, providing a warm and nurturing environment for children. The child minder plans for a variety of play experiences, both within the home and outdoors.

The child minder has appropriate record keeping systems in place. Partnership with parents is good and the child minder provides a flexible service to meet the needs of families. Parents are appreciative of the service the child minder provides and value the care she offers their children.

Children are forming positive relationships with their peers in line with their age and stage of development. On Arrival from the nursery, the children washed their hands and quickly settled down at the table to eat their packed lunch. All the children happily chatted away telling the child minder what they had done at the nursery in the morning session. The children welcomed us with smiles asked us what we were doing and then settled quickly into playing a group game. The childminder told us that they had a discussion in the van about what game they wanted to play.

Children thoroughly enjoy their time at the service. They are settled and have a strong sense of belonging. Children are clearly relaxed, comfortable, and content at the service. They move around the playroom easily and select from the toys and activities they can freely access. Children attending have formed affectionate relationships with the child minder. They happily approach her for cuddles and reassurance. We saw children invite the child minder in their games and clearly enjoy her input. For example, all the children had been playing a counting game, they called to her to check if they were playing properly and following the rules. *"Can you check if we are doing it right?"* The childminder checked how many teddies were in child's cup counting out loud *"One, two, three and four yes well done you remembered how to play the game"*. All the children looked very pleased with themselves and carried on playing the game. Children have free flow access into the garden area where they can sit on the bench or play on the slide or use wheeled toys.

Indoors, we saw the children taking part in activities including imaginative play, playing with soft toys, and looking through books. The children were involved in choosing the activities and we saw them able to sustain their interest for a good, sustained period. A young child asked the child minder what was in a drawstring bag nearby. The child minder replied, *"Why don't you have a look, I think you'll like what's in it"*. On hearing the child minder, the rest of the group all *joined in with excitement. The older children saying, "Let me open the bag I can do it quicker"*. The child minder reminded them that the younger child asked first so they should be the one to open the bag. On opening the bag, they cheered as they noted a game. The child minder explained the game and the rules and then asked, *"Do you all want to play, or will it be just us two?"* They all wanted to join in, the children were happy playing independently, but they wanted the child minder to continue to play as well.

The child minder understands her responsibilities in relation to children's safety and wellbeing. There are appropriate record keeping systems in terms of the administration of medication, accidents, incidents. The child minder recognises her safeguarding responsibilities and has a child protection policy with references to procedures to follow should a referral to children's services be required. Considering the covid-19 pandemic, the child minder has continued to be vigilant regarding prioritising infection control, visitors are limited to the home and only allowed for such purposes such as settling in sessions. These are conducted with parents sitting in the sheltered area of the garden to limit any spread of illness or infection. The child minder has continued to keep all her mandatory training up to date such as first aid, safeguarding and food and hygiene training.

The child minder has a good written behaviour management policy and strategies outlined in it are developmentally appropriate in line with children's level of understanding. The child minder applies a positive approach when managing behaviour, modelling appropriate behaviour herself. Children are at ease and comfortable they are polite, show good manners and respect resources available. Children welcomed us with smiles and then settled quickly.

The child minder promotes children's play and learning to a good standard. She plans activities in conjunction with children's individual needs and abilities. The child minder places emphasis on children's emotional well-being and provides space and time for them to develop their communication skills. She knows her minded children well enough to be able to understand their needs. Written observations assessments are documented well, noting their next steps in learning. The child minder is in the process of compiling the new curriculum for Wales to suit her service needs and has attended training in her local authority.

Environment**Good**

The child minder's home is safe and provides a secure environment for children. There are safety precautions to ensure that children have limited access to some areas of the home, for example, the kitchen area, upstairs of the property. The child minder ensures that the family dog only has supervised access around the minded children. The child minder identifies risks and has a range of written risk assessments to ensure children's safety. She undertakes regular fire evacuation drills with children so they are familiar with procedures. Reviews of risk assessments on all areas used for child minding are in place, as well as assessments for activities and outings. She had reviewed all risk assessments. An annual safety service check of the gas boiler had been conducted and certification documented in the child minder's operational file.

Children benefit from a 'home from home' environment that is child friendly. However, we noted one or two cables in the playroom such as cables for chargers were trailing and children could access these. Overall, the child minder's home provides an appropriate amount of space so children can play and explore in comfort to meet their needs. There is a good standard of décor throughout with sufficient natural light. Externally, there is a good-sized outdoor area, mainly laid to lawn with a small area designated for sheltered play children access this area freely throughout the day.

The child minder has a good array of toys and materials, which are well maintained and clean. There is a good range of resources for young toddlers including shape sorters and musical toys. There is also a wide range of outdoor equipment in the wider garden.

Leadership and Management

Good

The child minder is aware of her responsibilities in relation to her childminding business. She has a good selection of written policies and procedures to support her setting and shares key documents with parents. The statement of purpose provides suitable information about the setting, so parents are able to make an informed decision about its suitability for their child. The child minder has a suitable complaints policy in place in case parents want to raise any issues with her or the regulator CIW. This is well written; however, she does not have a complaints policy set out for older children. This is in case children may want to raise issues themselves. All documents are stored securely and she shares her written data protection policy with parents, and she is registered with the Information Commissaires Office ICO. The child minder completes daily registers in a timely manner and individual contracts contain relevant information.

The child minder manages her child minding business effectively. There are up to date Disclosure and Barring Service (DBS) certificates for all persons over 16 who live at the premises. The child minder informs parents in advance of closure of her service so they can make alternative childcare arrangements. She takes training and development of her practice seriously and has up to date core training. In addition, she undertakes a range of other courses to extend her knowledge of childcare issues.

The child minder is committed to improving her service and actively asks for feedback from parents and children by sending out online questionnaires. She is reflective and open to new ideas and ways of working to benefit the children in her care. She provides a quality-of-care report on an annual basis which includes the opinions of all those who use her service. Parental feedback is very positive, the information seen during the inspection demonstrates positive views of the families who use her service, and the service is highly recommended to others by the parents.

Recommendations to meet with the National Minimum Standards

R1. Ensure any trailing cables are made safe to prevent accident or injury.

R2. Broaden the complaints policy to include information for children in case they may want to raise concerns themselves.

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

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