



## Inspection Report

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Newport



## Date Inspection Completed

25/03/2024

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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	<a href="#">[Manual Insert]</a> 16 April 2018.
Is this a Flying Start service?	<a href="#">[Manual Insert]</a> 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>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children feel secure, happy, and comfortable in the child minder's care. They play freely and express themselves extremely well. They have a strong sense of belonging and are developing positive relationships with their peers, the child minder, and her family. Children have good choices and make decisions about what they want to do.

The child minder successfully promotes the children's well-being. There is a caring atmosphere, and the child minder meets children's needs successfully. A range of activities are available both indoors and outdoors, for children to access independently or with support from the child minder.

The child minder ensures the environment is safe and well maintained indoors and outdoors. The premises are welcoming, stimulating, and accessible to all. Suitable risk assessments and safety checks are in place. The childminder provides a good range of engaging resources.

The service is managed well. The child minder has a suitable range of policies and procedures. However, some record keeping needs maintaining in a timely manner. Communication with parents is effective. Links with other child minders and the community are strong.

Children are happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and express themselves well. They chat away happily to the childminder about things that interest them. They play freely and make choices about the toys and activities they play with from the vast selection available. For example, children enjoyed playing with a doll and a pretend medical set as they carefully bandaged the dolls, telling one another that the baby's hand was hurt and needed a bandage. Another child cuddled the baby and fed it a bottle of milk.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. Children know the routine well. For example, children take their shoes off when coming indoors and make their way to the playroom to choose activities and toys to play with. They form good relationships with each other, learning to share toys with some support. They feel cared for by a child minder who knows them very well. There are obvious bonds of affection and attachment. When the childminder was helping a child to zip up their coat to go out to play in the garden, another child approached the child minder's husband in the kitchen and asked, "*Can you help me put my coat on?*". Children happily approach the child minder for a cuddle when they are tired.

Children interact positively, co-operating and learning to share with each other. During an easter egg decorating activity, children engaged with one another, chatting away as they selected the different foam shapes and tissue paper to use on their egg cut outs. They interact with each other and the child minder, proudly saying to her, "*This egg is for my mum and then I'm going to make one for my nan, I think she would like one*". Children are enthusiastic and interested in their play and learning, they confidently choose activities that interest them. They sustain their play for an age-appropriate length of time. They are included in decision-making and have opportunities to take part in planned and free play activities. For example, free flow play is actively promoted indoors and outdoors in the garden. We observed children happily playing in the garden free flowing from the playroom. They sustained their water play session even when there was a light shower enjoying the drizzle on their faces. They are delighted in splashing their toys in the water tray.

Children are developing their independence very well; children confidently access toys and resources from low-level storage in the playroom. They feed themselves at lunchtime and mainly use the bathroom independently and are becoming competent at washing their own hands.

The child minder has purposeful policies in place, which promote the children's safety and well-being. She considers the risks associated with trips and outings. She has procedures to safeguard children and appropriately and confidently responds to child protection scenarios. The child minder holds current first aid and food hygiene certificates. There are good systems in place to record accidents and incidents. Effective hygiene practices are in place, with regular cleaning routines. For example, the child minder supports children when washing their hands prior to lunch time.

The child minder has an effective behaviour management policy in place. She uses a range of positive management strategies competently. She praises children for their good behaviour and encourages good manners. For example, we heard the child minder say, "*Good girl*" and "*Well done, that was good sharing*" throughout our visit. The child minder encouraged children to share appropriately with each other, calmly reminding them to take turns or defer the situation by offering an alternative toy. The child minder is kind and shows love and affection towards the children.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. She confidently varies the language she uses in discussion with each child, carefully considering their age and stage of development. The child minder engages in play with the children but is also mindful of letting the children have their own space when they are engaged with their own tasks. She involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using these opportunities to extend their learning. The child minder makes a conscious effort to use incidental Welsh. Observation and assessment contain children's next steps in learning. The child minder has adapted her own way of recording children's achievements, and she makes notes on how to support individuals accordingly.

**Environment****Good**

The child minder ensures that the environment is safe, clean, and well maintained indoors and outdoors. The outdoor area is suitably level, and she carries out a risk assessment prior to children having access. We saw this during our visit when the child minder had closed off a small section of the grassed area. This was because of the excess rain fall in recent days had made the area wet and slippery. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. She completes risk assessments for the environment and acts when repairs are needed. The child minder's fire drill log showed that she practises fire evacuation with the children. However, the logs showed that this was not often enough. This was because most of the child minder's children on roll are part time and therefore, they may not get regular opportunities to practice and become confident in safely leaving her home in an emergency. The child minder's daily register sets out when individual children are expected as well as when children arrive and leave. However, on the day of the inspection the child minder had not recorded children's arrival in a timely manner. We reminded the child minder that this can impact on safe evacuation of the setting. The child minder accepted this and told us this was an oversight.

The premises is welcoming and accessible to all. Children benefit from a dedicated playroom which is homely, bright, and engaging. Within the main playroom, there are low-level furniture and accessible storage containing toys and resources with floor space to play. Children can easily access a downstairs bathroom which is clean, well maintained and child friendly. The childminder uses the outdoor play space most days. The resources include a water/sand tray, several wheeled toys and a playhouse. Most of the resources are safely stored but accessible within the garden.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the playroom and general environment promotes children's independence. The child minder regularly refreshes and renews the resources in line with what children enjoy. She makes sure that the children have access to a wide range of equipment that suit their age and stage of development. Engaging and interesting age-appropriate resources are available for older children who access the provision after school.

## Leadership and Management

Good

The child minder runs her service well. She is organised and keeps all the required policies, and procedures well maintained. The child minder has up to date documents and certificates such as public liability insurance. A statement of purpose is in place which provides those who use the setting with an accurate reflection of the service. The child minder has a range of beneficial, easy to read, policies in place. She is suitably qualified and has a clear vision for her service.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and their feedback is used to make improvements to the service. The report confirms that parents and children are very happy. The child minder reflects on her provision and plans for the coming year.

The child minder promotes positive partnerships with parents and other professional childminders. She keeps parents up to date regularly through verbal and private messages. She is flexible and provides help to parents who require additional support and reassurance. The 'thank you' cards we viewed were very complimentary demonstrating parents appreciation of her setting. The child minder regularly discusses the children's development with parents to identify areas to further develop. The childminder makes good use of her local community and environment engaging in interesting and stimulating trips which will benefit the children's development and learning. For example, using the local play groups, play parks and meeting up with other child minders in the area.

### 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 5 - Records	Ensure daily registers are completed in a timely manner.

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)
Plan fire drill evacuations more frequently so that all children have an opportunity to practice safe evacuation of the setting.

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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