



Inspection Report

Joanne Broomfield

Deeside



Date Inspection Completed

13/04/2023

About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 10 July 2017
Is this a Flying Start service?	Manual Insert] Yes
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.

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
You must reproduce our material accurately and not use it in a misleading context.

<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

The wellbeing of children is at the heart of the service. They have a strong voice which ensures they have a say in how they spend their time. Children are happy, settled and relaxed in the care of a child minder who they have a good relationship with. They enjoy their activities and experiences and develop a range of skills, including independence.

The child minder keeps children safe and is knowledgeable and experienced in caring for children. She has a caring manner and interacts well with children. The child minder keeps children safe. She effectively implements new strategies to support her in providing appropriate opportunities for children to learn and develop.

The child minder ensures children are cared for in a safe and secure environment. She creates a welcoming space where children can play and learn in inviting indoor and outdoor areas. The environment is well maintained and equipped with activities and resources that inspire children's learning, creativity and imagination.

The child minder manages her service well and ensures regulations are consistently met. She uses self-evaluation effectively to make positive improvements and she considers the views of parents and children. The child minder develops relationships with parents to ensure they are kept informed and up to date. Connections, visits and attending local groups benefit the children, allowing them to socialise and develop a sense of community.

Children are confident communicators. They are willing to share their thoughts, ideas and needs as they know the child minder will listen and respond to them appropriately and with interest. Children can express themselves in a variety of ways to allow those with less verbal skills to be able to communicate. For example, the child minder makes pictures of activities and routines available so children can use these to share what they want with others. We saw this being used effectively when a child wanted a drink and they showed the child minder a picture of a cup.

Children have a strong sense of belonging in the care of the child minder. They develop good relationships that support them to feel happy and settled. Children show they are happy through the smiles seen and laughter heard as they play and learn. They are familiar with the environment, helping them to be relaxed and confident in their surroundings. For example, children happily decided if they wanted to play indoors or outside and freely moved between the different spaces.

Children are respectful and learn to understand the needs of others. They share space, resources and activities well. For example, children happily took part in a game of catch, taking turns to catch and throw the ball to their friends. Children learn to be well mannered, saying please and thank you at appropriate times. They respect the resources, using them appropriately and helping to tidy up when asked to do so.

Children fully engage in their chosen activity. They show enjoyment as they play and want to share this with others. For example, a child was very keen to show us the game they were playing with their teddy they had brought from home and they excitedly invited us into their ball games when playing outside. Children happily and freely choose from the areas and resources available. For example, children practised their mark making outside by getting the chalks from the playhouse.

Children can develop a range of skills as they have access to lots of different areas, resources and facilities. They are supported and encouraged to try things for themselves before asking for help and support from the child minder. For example, Children attempt to put their coats and wellies on themselves before asking for help. Children can access resources with ease as they are stored appropriately. Facilities such as the toilet and handwashing are accessed independently by children who are able to do so.

Care and Development

Good

The child minder understands her responsibility to keep children safe and implements effective policies and procedures to support her. She understands the need to safeguard children and the procedure she should follow if she has concerns about a child. The child minder regularly practices fire drills to help ensure she and the children are aware of the procedure to follow in the event of an emergency. She keeps an accurate record of children's attendance so they can be referred to if needed.

The child minder implements effective cleaning routines and practices to help prevent the spread of germs. For example, surfaces are cleaned before being used for food preparation or consumption and handwashing is completed regularly. The child minder supports children to have a healthy diet by providing appropriate nutritious meals and snacks. For example, the children had a range of fruits to choose from for snack and water was available for drinks. Regular opportunities are available and planned to allow children to get fresh air and exercise. For example, the child minder allows children to freely access the garden whenever the weather is suitable to do so.

The child minder has a very lovely manner with the children. She treats them with care and respect. During children's play the child minder is aware of when it is appropriate to become involved in the activities and when to allow children the space and time to play alone. The child minder talks with the children, making their play and routines sociable experiences. For example, she sits and has a talk to them while having their snack, discussing the foods they like and what they would like on their sandwiches at lunchtime. The child minder uses praise appropriately to help children understand expected behaviour and feel proud of their achievements.

The child minder has a good knowledge of child development. She effectively plans suitable activities and provides appropriate resources to support children's learning and help them to follow their interests. A good record is kept of the individual progress of each child. The child minder successfully identifies next steps in children's learning and development and plans appropriate opportunities so these can be met. The child minder has effectively implemented planning in the moment, which allows her to support children to learn new skills and progress with their learning through play. She is effective in providing opportunities for children to be independent. For example, allowing them to peel and cut their own fruit at snack time.

Environment

Good

The environment is a safe and secure space for children. External doors are kept locked and the garden is surrounded by secure fencing. This ensures there is no unauthorised access and children are unable to leave unsupervised. Visitors are recorded so the information can be referred to if needed. The child minder completes risk assessments, so any hazards are identified, eliminated where possible or managed effectively. For example, there is a locked safety gate to prevent children from accessing the kitchen area. Daily checks and cleaning routines are completed to ensure no new hazards have arisen and the environment is safe.

The environment is warm and welcoming. It provides a homely atmosphere but also one that is child friendly and an inspiring place for children to play and learn. The main playroom inside is light, bright and spacious. It gives children the room they need to take part in the range of activities and play experiences available. For example, there is a tented area which we saw children use when they wanted some quiet time away from the other children. The child minder has arranged the room so that children have access to areas of learning and can freely access resources. For example, there is a table area for play dough activities and an investigation area with light box. The effective displaying of children's work helps to give the children a sense of belonging. The environment gives children and the child minder access to suitable facilities that are easily accessible. For example, the toilet and handwashing facilities are directly off the main playroom so children can access these independently.

The child minder ensures all toys and resources are well maintained and of a good quality. They are stored appropriately so they are clean and accessible. The availability of natural materials and loose parts is a real strength of the setting. The child minder has ensured children have access to items that help inspire them to play and learn and develop their curiosity and imagination. For example, a mud kitchen, tyres and wooden planks outside and a real tea set for role play.

Leadership and Management

Good

The child minder manages her service well. She has a good understanding of her role and responsibility to meet regulations. The statement of purpose the child minder has produced reflects the care she offers and ensures parents have the information they need to decide if it is the right care for them and their child. Paperwork is well organised and complete. For example, policies and procedures are updated regularly and children's records contain all the information needed.

The child minder uses self-evaluation effectively to review the care and service she offers. She collects the views of children and parents through questionnaires and uses this information to help her plan improvements or make changes to her service. For example, parents have asked about the possibility of extending the opening hours, which the child minder has said is possible. The child minder has produced a very informative quality of care report. This evidences that she has considered what has gone well and identified improvements for the following year. For example, it identifies training she needs to complete and identifies areas, such as a water wall, that she plans to create.

The child minder is aware of the need to ensure everyone over 16 in the household has a current disclosure and barring service check. She makes sure her training is up to date including first aid, safeguarding and food hygiene. She regularly reviews the resources she provides to ensure they are suitable for the ages and stages of development of the children she is caring for.

The child minder has developed a positive relationship with parents and ensures they are kept informed about their child's day and experience. She uses secure social media to share information and photographs with parents. The comments made by parents in questionnaires sent out as part of the child minders self-evaluation were all very positive. They included "*my child has come on so much*" and "*please don't stop childminding*". The child minder has developed relationships with other local child minders and attends local groups. This gives children opportunities to socialise and make friends and gives the child minder an opportunity to share experiences and good practice. She arranges visits and walks to local places of interest such as the library and nearby park. This promotes children's sense of belonging within the local community.

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
------------	---------	--------

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

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.

Date Published 15/05/2023