



## Inspection Report

**Amanda Calloway**

**Treuddyn**



**Date Inspection Completed**

25/10/2023

## About the service

Type of care provided	Child Minder
Registered places	7
Language of the service	English
Previous Care Inspectorate Wales inspection	22 January 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u><a href="#">Well-being</a></u>	<b>Excellent</b>
<u><a href="#">Care and Development</a></u>	<b>Excellent</b>
<u><a href="#">Environment</a></u>	<b>Excellent</b>
<u><a href="#">Leadership and Management</a></u>	<b>Excellent</b>

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

### **Summary**

Children are positively encouraged to express themselves nonverbally and verbally, to make choices based on their own needs and preferences. Children are very happy and genuinely feel they are part of the child minder's family. They experience extremely positive relationships and emotional attachments with the child minder, her family and other minded children. Children's rights are respected and interactions with the child minder are positively stimulating and responsive. Children are thriving and learn through their play. They have excellent opportunities to develop emotionally, physically, socially, and intellectually.

Policies and procedures for safeguarding and promoting children's well-being, are enthusiastically promoted, and consistently and effectively implemented. The child minder is extremely well informed in relation to healthy lifestyles, physical activities, and children's personal safety. The child minder interacts with children positively and is patient, supportive, and kind. She successfully promotes the development of children by planning for a good variety of play experiences, in a child centred environment using a variety of approaches which enthuse her.

The environment is safe, secure, clean, warm, and well-maintained. Risks are appropriately assessed, managed, monitored, and reviewed. The child minder ensures the indoor and outdoor play areas are child centred, and therefore welcoming and interesting. Children choose to play outdoors often because of the inviting choice of well-resourced play areas which challenge and stimulate their curiosity and interest. Children respond excitedly and positively to the resources available.

The child minder is committed to ongoing improvement and has many strengths. She delivers high quality care and makes a strong contribution to improving the well-being of those children who attend. The child minder works in partnership with several professional organisations on a national scale and shares her good practice with them and other childcare practitioners on social media platforms and online forums. Parents are delighted with the quality of care she provides for their children, the information, photographs, and videos shared with them, and the strong partnerships developed between them.

**Well-being****Excellent**

Children have continual opportunities to make choices and decisions about what affects them. They are positively encouraged to use their voice to communicate preferences, and to respond non-verbally using hand gestures, or a simple nod of the head. They are always treated with dignity and respect and their individual identities, feelings, likes, dislikes, and needs are fully considered, recognised, and highly valued. For example, they are involved in activity planning, can decide what they are having for lunch and snacks and are confident when asking for the milk jug to be refilled. Children follow their own interests with enthusiasm when playing and have considerable freedom to explore the indoor and outdoor learning environment.

Children cope extremely well with separation when first attending the setting because the child minder effectively recognises and supports their individual needs. Those currently in the child minder's care are happy, have a good sense of belonging and genuinely feel they are part of the child minder's family. Their rights are respected and interactions with the child minder are positively stimulating and responsive, which ensures children feel that they matter. They are supported to develop and experience extremely positive relationships and emotional attachments with the child minder, her family and other minded children. Children were often seen climbing onto the child minder's lap, or with open arms looking for a hug. Children experience understanding, reassurance and being supported with warmth when they become unsettled or upset.

Children are beginning to understand their feelings and are learning to be considerate and sensitive to the needs of others. They take turns and share resources very well. They show affection and hold hands when walking to the park, watch out for each other when passing the nettles and when crossing the road, and warn their friends that the slide is wet. Children are well mannered, opening and holding the gate for the child minder without being prompted, using kind words when chatting to their friends, and please and thank you spontaneously throughout the morning.

Children are thriving and learn through their play. They have excellent opportunities to develop emotionally, physically, socially, and intellectually. The wide variety of spontaneous free play activities they encounter, stretches their imagination, stimulates their senses, and awakens their curiosity. They are inspired to explore new challenges and develop a sense of achievement and enhanced self-esteem. They sing songs and rhymes in English and in Welsh and attend groups to develop and experience the bilingual nature of the community in which they live. Photographs looked at, and discussions with the children, evidenced how the children relate concepts they learn to real life experiences especially through carefully managed role play activities and areas. For example, children are creative! They make mud pies, then crush chalks to make sprinkles to scatter on top. They watch builders and then fetch their own tools to mimic what they have seen. Children confidently problem solve and use nutcrackers to wedge conkers before using a drill to make holes in them.

Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve effectively during snack times, when searching for resources or getting ready to go outdoors. They receive and respond well to support in the form of encouraging words when needed, for example *“put your wellies together, that’s it, now put your feet in”* and *“you could use the stool to reach the handwash basin.”*

## Care and Development

Excellent

The child minder positively promotes children's well-being and consistently and effectively implements policies and procedures for safeguarding. The child minder is extremely well informed in relation to healthy lifestyles, physical activities, and children's personal safety. She attends training as part of her continued professional development. Security and the supervision of children at the setting is very good. The child minder continually reviews assessments, policies and procedures to ensure children's safety. The child minder successfully implements the Welsh Government's best practice guidance 'Food and Nutrition for childcare settings' which benefits children tremendously. She has been accredited with the Healthy and Sustainable Pre-School Scheme award three times and the Tiny Tums snack provision award. The child minder uses fresh local produce when she can, in her cooking, and fruit and vegetables grown by the children at the setting.

The child minder interacts with children positively and is patient, supportive, and kind. She is instinctively alert and responsive to children's changing moods and needs and has the relevant skills and confidence to respond appropriately. She actively listens to children and tunes in to their individual's needs, for example, by removing children's damp clothing after a visit to the park. The child minder has an excellent understanding and knowledge of child development and how this affects children's behaviour. All required information is detailed in her behaviour management policy including reference to 'Prevent' which explains how children can be protected from radicalisation. She has also included how she would support children using 'hurtful behaviours' such as biting and bullying.

The child minder promotes the development of children by planning for an excellent mix of play experiences, in a child centred environment using a variety of approaches which enthuse her. She successfully implements the principles of the new curriculum for Wales, the curiosity approach and use of loose parts to develop children's thinking and independence for example. She plans responsively with children, identifying teachable moments to extend their learning. She instinctively knows when to interact and extend children's play, and when to step back and allow the children to develop their own play ideas. She confidently tracks children's progress in line with the development pathways, and uses information gained from observations to plan for children's next steps and to celebrate Wow moments. Parents praise her approach to play, commenting "*it's an amazing way for children to learn*". Parents receive copies of planning sheets listing their child's current interests, and progress reports in the form of screenshots of their child's learning journey, with relevant photographs. The child minder promotes the use of authentic, natural, and sustainable play resources to stimulate children's curiosity, and focuses on using nature, loose parts, and the outdoors to excite children.

The child minder celebrates and promotes individual children's first language, and their personal desire to learn Welsh as a second language. Children fluently sing Welsh songs and rhymes and enjoy listening to Welsh stories. The setting offers a good grounding in the

Welsh language for those children who's first language is English but will be transitioning into Welsh medium pre-school groups and nursery schools.

**Environment****Excellent**

Children are cared for in safe, secure, clean, warm, and well-maintained home. Risks are appropriately assessed, managed, monitored and reviewed, this includes a review of the child minder's full infection control audit twice a year, and a fire risk assessment. The child minder's knowledge of child development enables her to successfully understand the difference between acceptable and unacceptable risk for the age group of children she cares for.

The child minder ensures the indoor and outdoor play areas are child centred, and therefore welcoming and interesting. All areas are spacious and fully accessible and promote active learning and physical activity. Indoors children play in the lounge where resources are stored mainly in baskets. The kitchen/diner area is used for messy play and tabletop activities. There is a downstairs bathroom. Children are keen to use a large covered and enclosed decked area, directly outside of their playroom, patio doors are opened to allow the children unrestricted access daily. Children choose to play outdoors often because of the inviting choice of well-resourced play areas which challenge and stimulate their curiosity and interest. Facilities at the setting meets the needs of the children and enables them to reach their potential, whilst the layout and design promotes independence and is considered from a child's perspective. Children leave activities and resources out and can continue with their play the next day. Several storage units are used to place items away when they need to be kept safe and clean. The fruit trees, planters and summer house enhance the outdoor areas and create an impressive and pleasant natural environment in which to play. The setting was chosen by the Professional Association of Childcare and Early Years, Cymru (PACEY) Cymru to be filmed and photographed for their 'Enabling Environments' section on their website.

Children have access to suitable child size furniture, equipment, toys, and materials that are appropriate and suitable for their needs. The child minder is moving towards providing an environment with less fixed and more open-ended items such as loose parts which will support children's use of their imagination and problem solving. Current resources and equipment of are a suitable design and condition, well maintained, clean, and promote cultural awareness and equal opportunities. The use of a wide range of natural, sustainable, and recycled materials for children's play and to create for example planters, tables and large play equipment is commendable. Children respond excitedly and positively to activities within these areas such as treasure baskets, water trays, mud kitchens, dens, a greenhouse, and organised large and small loose parts. The child minder has suitable equipment to help her care for very young children such as buggies, highchairs, stools and walking reins, all are in a good condition. She provides appropriate clothing to ensure children can access the outdoors in all weather.

**Leadership and Management****Excellent**

The child minder has a clear vision for the setting which is clearly explained in her statement of purpose and quality of care report. She uses a child centred approach, and works in partnership with parents and professionals to actively promote children's development. She demonstrates that she can consistently act with due diligence and care, and regularly reviews and updates policies and procedures and ensures they are fully implemented in practice. The child minder uses effective administration systems and regularly engages with Care Inspectorate Wales (CIW) to notify us of any changes in the operation of her setting and receives regular sector updates which she reviews in a timely manner. She has systems in place to ensure suitability checks of those persons living in her home are updated in a timely manner. The child minder aspires to achieve best practice, for example, implementing the new curriculum in Wales and championing children's rights. She has significant interests in promoting 'enabling environments' and in completing the Healthy and Sustainable Pre School award. She is working towards accreditation for the 'curiosity approach' and is really keen to share good practice. Living in a bilingual community, the child minder has a good understanding of the importance of her responsibility to promote the Welsh language. As a Welsh learner herself she is working towards the 'Active Offer'.

There are robust, transparent systems in place to monitor and review the quality of care at the setting in relation to aspiring to provide the best outcomes for children by reflecting on what she does on a daily basis, and considering feedback from parents and professionals. The annual report for 2021 – 2022 accurately reflects the setting and focuses on improvements following the pandemic. It evidences a continuous drive for improvement and a willingness to learn from best practice. The child minder takes into account the views of other childcare practitioners and professionals who comment on her social media platforms linked to the different approaches she uses. External agencies, assessors, umbrella bodies such as PACEY, Early Years Wales, Flying Start and the Children's Commissioner for Wales use her expertise to promote best practice and comment positively on her achievements.

The child minder demonstrates an effective and well established programme of continual professional development to improve her knowledge and practice since registration 16 years ago. She has completed a BA Honours degree in Childhood Studies, and a NVQ level 5 in Leadership & Management in Health & Social Care. She continues to extend her knowledge of the new curriculum in Wales in line with the requirements of her Flying Start provision, local pre-school groups and primary schools, to facilitate a smooth transition for children into these settings. The child minder welcomes the return to face-to-face training and has benefitted from the variety of online courses available in the past few years.

The child minder has established strong partnerships which are admirable. Communication and engagement systems are innovative and fully inclusive as they involve all parents, grand parents, and carers and extend to a wider audience within the childcare sector nationally. The child minder keeps parents extremely well informed of their child's day, and achievements through using electronic messaging, screenshots of children's daily diary entries, formal documents, videos and photographs. There is a culture where the child minder and parents engage positively with each other, establish trust, and develop positive

relationships. The child minder strives to be open and honest with parents, and empowers them to be confident enough to approach her should they have any concerns or feedback to share. Positive comments received include; *“Amanda always makes our notes so personal and I look forward to reading them”*, *“These pictures and videos really make my day, they are so special. Thank you”* and *“We are forever in awe of your work ethic, spirit and kindness”*. Other practitioners and professionals have said; *“I really love your provision, I’ve not visited any other child minding setting like it”* and *“I’ve just had a nosey through your social media page! Your setting looks immense!! We love loose parts, but your collection of loose parts is incredible”*

### 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)
	No NMS Recommendations were identified at this inspection

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)
The child minder was signposted to the Welsh Government publication 'More Than Just Words' for ideas on how to move the setting forward in relation to working towards providing an 'Active Offer' of the Welsh language.

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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**Date Published** 18/12/2023