



Inspection Report

Kerry Starmore

Cwmbran



Date Inspection Completed

12/01/2022

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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	10 January 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their 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 settle well and are happy, secure and comfortable at the setting. They form close and affectionate relationships with the child minder. Children are able to make choices and decisions about their care and play. They have opportunities to become independent and develop their individual skills through a range of quality experiences and play.

The child minder is supportive and responsive to the needs of the children. She has a warm, caring manner and is an excellent role model. The child minder promotes children's learning and development well. She provides activities that are interesting and support children in progressing their skills.

The setting is welcoming and friendly. Children receive care in a safe, clean and secure environment. There is ample space and plenty of resources to encourage children to play and learn. Toys and play equipment are age appropriate and in excellent condition.

The child minder manages the setting effectively and complies with all CIW regulations. She has high expectations and shares her values about learning and behaviour with the children and their families. The child minder works well with parents to give them information about the service and the children's well-being and care.

Well-being

Good

Children have opportunities to make choices and decisions. They move around easily and choose from the toys and activities available to them. Children's wellbeing is always considered. They are happy to express themselves, as they know their ideas and opinions are listened to. It is clear that the children have formed affectionate relationships with the child minder. Children happily approach her and ask her to join in with their play.

Children are content and enjoy attending. They arrive excitedly from nursery school and quickly busy themselves with their play. Parents we spoke with confirmed their children enjoy spending time at the setting. Children confidently chatted to us, showing they feel relaxed and secure in the child minder's care.

Children form friendships and interact well with each other. They enjoy one another's company and play happily together, sharing plenty of smiles and giggles. Children are happy to share and take turns. We saw children readily share accessories as they played with baby dolls. Children are polite and well mannered. They comply with socially acceptable behaviour and are involved in developing 'house rules'.

Children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They are enthusiastic and fully involved in their activities. Children concentrate for an appropriate length of time in line with their age and stage of development. We saw them lovingly bathing baby dolls using real soap and water, and carefully dry and dress them before giving the dolls a pretend bottle. Children have daily opportunities for exercise and fresh air. They play in the garden, enjoy walks to the local park, and regularly attend soft play centres.

Children are developing their independence skills well, enabling them to do things for themselves. This enhances their self-esteem and helps prepare them for attending school. They hang up their coats and put their shoes away when they arrive at the setting. Children confidently access resources, or will ask the child minder for help if they cannot find something. They listen well to the childminder, and help put away toys before moving onto a different activity.

Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She implements effective policies and procedures and has reviewed her setting in line with guidance related to the Covid 19 pandemic. The child minder has up to date safeguarding training and understands the procedure to follow should she have concerns about a child. She does not provide food, but encourages parents to provide children with healthy snacks and meals. The child minder has a current first aid certificate, enabling her to deal with minor injuries confidently. She obtains written permission from parents for a variety of situations, including emergency medical treatment, outings, photographs and application of sun cream. Regular fire drill practices ensure children are aware of how to leave the setting safely. The child minder records all accidents in detail, and shares this information with parents. However, not all signatures are dated.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She interacts with children in a way that naturally promotes their learning and development. For example, during lunchtime, she encouraged children to use their number skills asking, '*How many pieces of chicken do you have?*', and '*How many do you have left; now you've eaten one?*' The child minder enthusiastically engages in children's play. We saw her singing songs, counting, naming colours and sharing many smiles with the children as they played together. There is a comprehensive behaviour management policy, promoting positive strategies. We heard the child minder praise the children frequently for their efforts and positive behaviour.

The child minder supports children's learning and development effectively. She knows the children well and understands their needs and abilities. The child minder uses this knowledge to plan activities that allow children to develop a range of skills and follow their interests. She regularly observes children's play and learning to track their progress. This informs the planning of activities to enable children's next steps in development. Activities are exciting and open-ended, which allows children to direct their own play and stimulates their imagination. The child minder encourages and supports children to be independent, giving them the time, space, resources and facilities to try things for themselves. She is patient with the children, which gives them the confidence to be independent. We did not hear the use of any Welsh language. The child minder recognises she needs to develop her skills and confidence in this area.

Environment

Good

The child minder makes sure the premises are secure, safe and clean. For example, doors were locked when we arrived, our identity checked, and we were asked to sanitise our hands before entering. The child minder has a detailed number of risk assessments for the setting and outings and reviews them regularly to ensure children's safety. The child minder has introduced additional procedures and risk assessments in line with guidance related to the Covid 19 pandemic. These include more frequent cleaning, hand sanitiser dispensers mounted on walls, and restricting people entering her setting. The child minder ensures that the maintenance checks for the home and appliances are up to date.

The environment is clean, well maintained and child friendly. It provides a light, bright and spacious area for children to play and learn. The playroom and lounge store a wide range of resources, which appeal to children's interests. These include puzzles, games, wooden play kitchen, dressing up clothes and arts and crafts. A good range of resources such as books and dolls promote children's awareness of the multicultural and diverse society they live in. Welsh books and posters promote the Welsh language. Children's creations displayed on a display board gives them a sense of belonging and celebrates their achievements. Toys are stored in low-level units that children can access independently. There is a very inviting partially covered outdoor space for children to play. There is a plentiful supply of interesting outdoor resources to promote and support children's play and learning. For example, a mud kitchen, bug hotel as well as an area for planting and growing.

The child minder ensures equipment suits the children's age range. For example, child sized table and stools, and step in bathroom to aid children when washing hands and using the toilet. Portable hand washbasins are located outside the front door and the garden. The child minder ensures toys and equipment are clean and in good repair. She regularly rotates toys to provide further choice and variety for children. When purchasing new resources the child minder takes into account children's interests.

Leadership and Management

Good

The child minder manages her setting well. She is motivated to improve her skills and the quality of care she provides. The child minder has met the recommendation made at the previous inspection. The statement of purpose provides parents with the information they need to decide whether the setting suits their child's needs. The child minder has developed a beneficial range of policies and procedures and has a clear vision for her service. Although, some policies require review and dating. The complaints policy does not contain information regarding procedures should an outside agency need to investigate a complaint. The lost /missing child policy does not state that any incidents require referral to the local safeguarding board.

The child minder monitors the quality of her setting effectively. She regularly seeks the views of children and parents. The child minder uses this feedback to evaluate her setting and produce a quality of care report. The report reflects positive feedback from parents and children. 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 completed additional training in 'working with parents', 'additional learning needs' and 'how to create an inclusive setting'. All household members' disclosure and barring service checks (DBS) are up to date.

The child minder understands the importance of working in partnership with parents to ensure children receive support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. During a child's settling in period, the child minder keeps in close contact with parents, providing parents with reassurance. Should a new child find it difficult to settle, the child minder may visit them in their home to observe how they play and interact; this enables her to make adaptations to her practice to ease the settling in process. The child minder keeps all parents well informed. She provides daily photographs and updates of children's experiences at the setting via a digital app, and provides verbal feedback to parents on collection. Parents we spoke to were very complimentary of the child minder and the care and support she provides to both their children and family.

Recommendations to meet with the National Minimum Standards

R1. Date all signatures on accident forms. R2. Increase the use of incidental Welsh language.

R3. Review the Complaints and Lost/Missing child policy, and date all policies.

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	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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