



## Inspection Report

**Jenna Elliott**

**Newport**



**Date Inspection Completed**

20/01/2023

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	13 February 2017
Is this a Flying Start service?	No
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.

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

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

## **Summary**

Children have lots of opportunities to direct their play and influence how the service operates as their feedback is listened to by the child minder. They feel secure, happy, and comfortable at the setting as they form very good relationships with the other children and the child minder. Children of all ages are developing their independence well and enjoy learning through play.

The child minder is warm and nurturing and creates a child centred service. She undertakes appropriate training so knows how to keep children safe and support their all around development.

The child minder's home is safe, clean and secure. There are suitable play and learning resources available for all ages. The child minder completes daily visual checks of the environment to identify any emerging risks and reflects on ways to improve the environment to enhance children's experiences.

The child minder satisfactorily manages her service but needs better oversight of some procedures. She builds strong and reliable relationships with parents and communicates regularly with them regarding their children and their individual needs.

Children have a strong voice at the service and are confident in expressing themselves. They choose what they want to play with and know their requests will be responded to in a warm and timely manner. Children contribute and help to develop the routines of the setting. At the start of the inspection two children chose to play with farm animals and then chose a threading activity, whilst a third younger child had chosen to sleep. The children chose which stickers they wanted as rewards for their efforts.

Children feel safe and happy with the child minder as they know she listens to them and responds to them effectively, meeting their needs and wishes. One child was very proud of the threading they had achieved and asked for a photograph to be taken and sent to their parent. The child minder responded immediately and sent a photograph celebrating the child's "*Amazing threading!*" The child was visibly pleased, felt valued and secure in their surroundings and interactions.

Children are learning and developing their social skills. Children play happily with one another, sharing toys and paying attention to their friends. They spoke quietly to us when showing us their favourite cut out dolls, explaining that we should be quiet as the baby, who was new to the setting, was asleep. When the baby awoke, they took an interest in them and played calmly so as not to upset them,

Children took a real interest in their chosen play activities. They asked to do a threading game and then chose which doll to use, choosing one from Scotland and another from Kenya. They observed and talked about the costumes of the Mexican and Japanese dolls and concentrated and co-operated well so that they could complete their activities. They showed real delight in naming correct colours and shapes. When asked to help tidy up before snack time, they did so willingly, gently singing as they put the toys in their designated boxes.

Children are developing their independence skills in line with their age and stage of development. Children access the toys and resources with ease, which supports their independence. When tidying up, they did this very successfully, and the child minder did not need to give lots of prompts or support. Children wash their hands independently and use the toilet with increasing confidence.

## Care and Development

Good

The child minder has a level 2 childcare qualification and has undertaken all mandatory training including paediatric first aid, food hygiene and safeguarding. She has a sound understanding of how to keep children safe and healthy. She knows the children well and promotes healthy eating. We discussed the importance of following the Welsh Government guidelines 'Food and nutrition for childcare settings' due to her provision of squash at snack time, which she explained was the parents' preference. Accidents, incidents and medications are recorded, and she understands the correct procedures for administering medications. She understands safeguarding procedures and who to make a referral to, should she be concerned about a child, but has no systems in place to record safeguarding referrals or actions taken. She has an 'Emergency Evacuation Procedures Policy', but fire drill records were not available at the inspection. These were submitted on request and evidenced that they are completed monthly but were missing some details.

The child minder develops trusting and nurturing relationships with the children. She has an appropriate behaviour management policy and manages children's behaviour very well. She gives clear instructions and actively listens to what the children have to say. She adopts positive behaviour strategies, such as reward stickers and 'high fives', and encourages children's good manners and co-operation through being a good role model herself. She informs children of changes in routine and supports them well when transitioning from one activity to another.

The child minder knows the children well and promotes their development and learning effectively. She uses resources chosen by the children to expand on their knowledge about shapes, colours, counting and multicultural identities. The children show good engagement in these activities which promote their curiosity about the world they live in. The child minder also encourages children to think about their emotions and develop an understanding and empathy for others. For example, she uses simple pictures which help children identify happy/sad/angry feelings within themselves and others. Parents commented that their children had *'really made good progress in (their) development'* through the support of the child minder and that the child minders attention to their children's *'speech, language and communication, in particular, is especially strong'*.

**Environment****Adequate**

The child minder ensures the environment is a safe and secure place for children. The front door is locked, at all times, and she supervises children well to keep them safe. The home has the necessary safety and maintenance checks, and the child minder completes daily visual checks to help minimise any risks. During the site visit, new flooring was being installed. The visitors book did not reflect the workmen as visitors to the property on that day. However, the child minder had made very reasonable adjustments to her service in order to minimise any risks to children, both within the environment, routines and her supervision of the children. As a result, children were able to play safely and confidently, with minimum disruption to their routine.

The home is child friendly and provides a comfortable space for children to play and learn. The lounge has easily accessible resources and toys. Children usually sit comfortably at the dining table to complete tabletop activities and eat their meals. There are numerous toys and resources, including multicultural resources which are well used and a favourite of the children. There is a good variety of different types of toys to cover a range of learning including books puzzles, crafting and jigsaws.

The child minder stores and rotates toys so that children do not become bored with the resources on offer. The toys and resources are well maintained, in good working order and children clearly enjoy playing with them. The child minder regularly checks, removes and replaces broken or damaged toys. The washroom is suitably equipped to enable children to complete tasks independently and is easily accessible as it is on the ground floor. It is clean and fresh, with liquid soap and individual paper towels for the children.

## **Leadership and Management**

**Adequate**

Leadership of the setting is satisfactory. The child minder is committed to improving her management of the service and her record keeping. She has addressed all areas needing attention, as identified within her last inspection. Her statement of purpose reflects how her service operates and enables parents to make an informed choice regarding the care of their children. Some record keeping is not completed as required, for example, a children's daily register was not in place to accurately record children's times of departures and arrivals and a visitor's book had not been used even though there had been visitors at the property. She did not have proper oversight of Disclosure and Barring Service (DBS) safety checks and had not renewed them promptly, nor ensured all people over the age of 16 years living within the household had been checked. This was rectified immediately, and evidence sent to us.

The child minder seeks feedback from parents and children to review her service and has written a report, Information received from parents demonstrated a high degree of satisfaction with the service. The child minder was able to discuss improvements to her service, including new flooring which was being installed and would be easier to clean thus improving the play experiences for children.

The child minder ensures that all mandatory training is completed and that her professional development reflects current childcare working practices. She ensures that she organises herself and the resources so that there are no distractions to the care of the children.

The child minder builds very effective partnerships with parents. Contracts are informative, clear, and dated and signed by parents with all required information. The child minder ensures that she gathers all information about children's needs and that the settling in period is suited to children's individual requirements. Parents told us that communication with the child minder is very good and that they feel they are kept well informed about their children's development and the care they receive.

## **Recommendations to meet with the National Minimum Standards**

- R.1. Improve oversight of service to ensure procedures are implemented in a timely manner including the annual review of quality of care.
- R.2. Ensure that Disclosure and Barring Safety checks are renewed before they expire.
- R.3. Children's register needs children's exact times of arrival and departure.
- R.4. Keep a record of all visitors attending the setting.

### 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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<b>Ratings</b>	<b>What the ratings mean</b>
<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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