



Inspection Report

Sarah Edwards

Blackwood



Date Inspection Completed

24/11/2023

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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	Click or tap here to enter text.5 May 2017
Is this a Flying Start service?	Click or tap here to enter text. 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>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children are very settled and really enjoy their time at the setting. They have access to a good range of interesting activities that help them reach their developmental milestones. Children are confident communicators and frequently make decisions about their care and play.

The child minder has recently reviewed many policies and procedures to strengthen her practice and is implementing these well. She provides warm, responsive care and manages interactions positively and in an engaging way. She is committed to improving her skills by attending numerous training courses.

The child minder ensures the environment is clean and well maintained. She is further developing risk assessments to support her to keep the environment safe. She ensures there is sufficient space and suitable facilities for children to play and receive care. At present, children do not access the garden as it is unsuitable for them to play.

The child minder is keen to develop her setting and runs her service appropriately. She has recently made several improvements to paperwork to ensure she fully complies with regulations and national minimum standards. She provides a flexible service for parents and mostly implements her statement of purpose well. She has good partnerships with parents and has a good support network with other child minders and the local authority.

Well-being

Good

Children are confident to communicate because they know their opinions are respected. They have freedom to choose play activities and their choices are supported by the child minder. For example, a child chose to play with a dentist set and took it to the child minder to set up for them. Children are confident to express themselves and make their opinions known through verbal and non-verbal gestures. For example, a child shook their head when offered more food and the child minder promptly took them from the highchair to continue with their play. They went to a table where they were interested in a particular toy.

Children are extremely settled and happy at the setting. They chat happily to the child minder about their families, proudly speaking about cards they had made them, and looking at photos of the child minder's family, smiling and pointing at individuals. Children have a keen sense of belonging. They enjoy the spontaneous praise they receive for succeeding or trying an activity such as matching and colour sorting. Children readily seek out affection and support from the child minder, showing that they are clearly comfortable and secure in her care.

Children interact very well and are respectful of the needs of other children present. Younger children are learning the consequences of their behaviour such as taking toys from a friend. Older children understand they are required to keep to the rules such as eating and drinking at the table and tidying toys away when they are finished with them. Children are considerate of the wishes and feelings of others. Older children are helpful and supportive to the younger children, such as helping them sit on a chair to access colouring materials. They enjoy each other's company and understand the need to be kind, courteous and respectful. They understand the expectations of behaviour as the child minder gives consistent reminders such as "*be gentle*," "*please*" and "*thank you*."

Children very much enjoy their time at the setting and are active and curious learners. They engage in activities they are interested in for an appropriate length of time, according to their age and stage of development. They have time for uninterrupted play and persevere to complete tasks. For example, one child spent time colouring a picture and cleaning the teeth of the model mouth, engaging in conversation about the importance of cleaning their teeth properly. Children enjoyed building a tower from magnetic shapes and the child minder extended their learning by suggesting they could move the tower by adding wheels. The child squealed excitedly as they succeeded. Children discuss with the child minder what they want to do, and this is facilitated either at the time, or organised for another day.

Care and Development

Good

The child minder is experienced and confident in providing a good standard of care. She ensures children's health and well-being is promoted well. She has a safeguarding policy in place and discussions with the child minder evidenced she is aware of the procedure she would take if she had any concerns for children's welfare. Her child protection policy has recently been updated in line with recent changes to legislation. The child minder has Paediatric First Aid, food hygiene and advanced safeguarding training. She has attended a wide range of other training events to keep herself updated in childcare practice, such as the new curriculum. The child minder promotes healthy lifestyles and has policies in place to show how she stores and serves the child's packed lunches safely. She maintains electronic accident and incident records well. The child minder encourages physical activity, but children cannot access the rear garden for play as it is currently not suitable. She told us that she takes the children on frequent trips out, such as to local attractions, soft play centres and parks, and photographs supported this.

The child minder manages children's behaviour well. She has a behaviour management policy in place, which identifies positive methods to manage children's interactions. The child minder is respectful of children's needs, and she provides children with clear boundaries within her home. She is consistent in her approach and shows regard for individual children and their age and stage of development. Children are encouraged to take responsibility for their own behaviour. She consistently and successfully explains to children, the risks of them throwing a toy. She is fair and firm when addressing minor disagreements between children.

The child minder provides a caring environment and is very responsive to children's needs. She successfully pre-empts what children require as she has a good understanding of their needs and preferences. The child minder has a basic system in place to monitor children's developmental milestones and she has a good understanding of the progress they are making. She recognises this is an area she needs to improve and has begun to use an electronic system. The child minder plans an interesting range of play and learning experiences for children. These support them to develop essential speech and language skills, as well as other fine motor skills such as cutting and sticking materials. She facilitates activities that reflect diverse cultural and seasonal celebrations including Chinese New Year, Halloween, and St David's Day. The child minder provides very few opportunities for children to hear and use the Welsh language.

Environment

Good

The child minder ensures the premises are safe and secure, in the main. She has basic written risk assessments in place, some of which have recently been expanded. She has safety precautions in place, such as safety gates and external doors are kept locked. Children cannot therefore access areas such as the kitchen and upstairs, without supervision. The child minder requires visitors to sign into the setting. She ensures the premises are maintained appropriately by ensuring the heating system is serviced annually, and smoke detection systems are checked. She ensures she practises fire drills regularly with children and these are recorded appropriately. She spoke confidently about keeping children safe when on and off the premises, including using the car.

The child minder ensures internal spaces are child friendly, and welcoming. She uses the downstairs rooms only and has set up a playroom to afford children a good degree of independence with many resources stored at a low level for easy access. There is comfortable seating for relaxation and a low table and chairs for table-top activities and mealtimes. Younger children generally sleep on walks if they require it. She can access a travel cot if needed. She supervises children to use the upstairs toilet, and facilities are adapted to ensure children can use them safely. She has washable flooring, ensuring a good standard of hygiene can be easily maintained. The child minder does not currently use the rear garden as there is ongoing building work. When this is finished, the area will provide a safe and interesting area for children to play. She has recently erected a secure fence and purchased new outside toys ready to use the area.

The child minder has a wide variety of very good quality resources, suitable for all age ranges. She provides sufficient space for children to move freely and have quiet, relaxing times. The child minder risk assesses the storage of toys so that children can only access resources that are suitable for their age and stage of development. There are suitable resources that reflect a diverse society, including the Welsh culture.

Leadership and Management

Adequate

The child minder is committed to improving her management skills, so she can fulfil her vision for her setting. She mainly complies with the regulations and national minimum standards appropriately. The child minder has recently updated a statement of purpose that outlines what the setting provides. She has developed appropriate policies and procedures, some of which have been recently updated. She needs to review some policies further to reflect changes to legislation such as the Additional Learning Needs Code of Practice. She maintains daily records such as children's attendance, but she has not kept a clear and consistent record of the actual times children attend. She has since reviewed the procedure to ensure that the actual times children are present are recorded.

The child minder monitors the quality of the setting adequately. She seeks the views of children and parents but does not reflect on these in her annual review. She produces a brief, but useful report of her annual review. The child minder understands the importance of keeping up to date with best practice and said she will strengthen this area for future annual reviews. She has established links with other child minders and seeks support from a child minding organisation and the local authority to help her keep updated. She is keen to make improvements to the setting.

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder she can call on should an emergency arise. 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 the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. The child minder keeps all parents suitably informed via an electronic app, secure social media, and verbal information. There is no clear policy regarding the use of the electronic app. The child minder has set up a parent noticeboard with useful information for parents. The child minder described the useful relationship she has with the local authority and the support she has received, including financial grants.

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
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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 the times that children arrive and depart are consistently recorded.

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)
Ensure recent improvements to records, policies and procedures are fully embedded and monitored.
Ensure the annual review of the service effectively identifies any improvements that are required to keep setting up to date with current practices.
Ensure parents are clear regarding communicating through the electronic app. Draw up a policy to show how the app is used to keep records, in line with the regulations and national minimum standards.

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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Date Published 19/01/2024