



## Inspection Report

**Rachel Hadley**

**Newport**



**Date Inspection Completed**

26/04/2022

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## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	4 June 2019
Is this a Flying Start service?	
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.

<a href="#"><u>Well-being</u></a>	<b>Adequate</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</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 are secure and happy in an environment they are familiar with and where they are building positive friendships with their peers. The child minder provides appropriate care to meet individual needs because she knows the children well and keeps basic training such as First Aid, up to date. The environment is generally safe and secure. The child minder ensures that children have access to a good selection of play and learning resources to promote their development and make their time at the service enjoyable and interesting. The child minder manages her setting appropriately. The child minder has made a several improvements during this inspection, mainly to paperwork. She meets the regulations but there are a few recommendations made to further improve the service.

**Well-being****Adequate**

Children are able to make choices as they can make their own decisions regarding which resources they play with. They confidently move between areas, gravitating to the playroom to play or bring a favourite toy into the lounge. They are listened to, and their requests are responded to appropriately. For example, a child asked to play with a 'monkey game' and they were supported to do this. Children are happy and settled, approaching the child minder when needing help or assistance.

Children feel secure and have a sense of belonging at the setting. They enjoy chatting together at lunch time about their families and what they did in school. Children smile and laugh as they receive praise for achievements, and it is evident that they benefit emotionally as a result. On occasions, children seek out affection and cuddles from the child minder, showing that they are comfortable in her care.

Children interact appropriately and in line with their age and stage of development. With support and gentle reminders, they are encouraged to try things for themselves, for example tidying away toys. They understand the expectations for behaviour, follow instructions well and respond positively to requests and direction. They smile as they listen to the child minder, reminding them to 'be careful', 'don't forget your please' and 'did I hear thank you'. They engage well in their play both independently and with each other, taking turns to move their counters in a game.

Children are developing appropriately with a child minder who knows their needs. They enjoy a suitable range of play and learning experiences at the child minder's home and by accessing community facilities for more physical activities. They have access to resources which are appropriate for their age and stage of development. They develop confidence and skills for independence, as they are given the time and space to undertake chosen activities at their own pace. Children enjoy playing freely as well as joining play supported by the child minder. When eating their food, children feed themselves well. They respond positively to the child minder's encouragement and support to use the toilet facilities independently.

**Care and Development****Adequate**

The child minder generally operates a service that keeps children safe. She understands her responsibilities regarding protecting children and is clear regarding how to make a referral to appropriate authorities, if children may be at risk from harm. She operates in line with her child protection procedure and policies that reflect other safeguarding measures, such as protecting children during the Covid pandemic, providing appropriate food and transporting children safely. Risk assessments for the premises and activities are in place. The child minder has reviewed and strengthened some of these policies and procedures since the last inspection and during this inspection. The child minder has a current food hygiene certificate and the setting is registered with the Food Standards Agency. She provides mainly healthy snacks after school and water in drinking bottles but parents provide children with packed lunches. She regularly reminds children to drink their bottles of water. The child minder has a current first aid certificate and there are appropriate procedures to record accidents, incidents, and medication.

The child minder has an appropriate understanding of child development and how this affects children's behaviour. There is a behaviour management policy in place, and the child minder generally uses positive behaviour management strategies to promote children's welfare. In the main, she has realistic expectations of children's ability, for example using the toilet and dressing themselves. The child minder puts strong emphasis on the importance of using good manners. She praises children for listening well. She uses distraction techniques to refocus children when needed and to encourage co-operation and sharing. Children behave very well.

The child minder consistently explains to children what she is doing and her expectations for them. She checks their understanding as they go along. For example, they played a game that used monkey figures and a tree. The child minder gave a clear explanation of the rules and supported children to participate. She introduced counting and readily answered children's questions about monkeys and other animals, making the game interactive and interesting. The child minder uses an effective system for tracking pre-school children's developmental progress, to understand their individual needs. She keeps records of activities that they take part in, but activity planning is informal. She does not plan multicultural activities, such as cultural festivals to promote children's understanding of the Welsh and other cultures. The child minder uses minimal Welsh language.

## **Environment**

**Adequate**

The child minder ensures the premises are safe, secure and well maintained. The main entrance is secure, and she keeps a record of visitors to the premises during child minding

hours. There are safety gates in place to prevent children accessing the upstairs and kitchen areas unsupervised. The child minder has relevant insurances and safety certificates in place for the home, in line with National Minimum Standards. She conducts fire drills regularly, and records are appropriate. There is a safety policy and risk assessments are in place. These cover matters such as the premises, transportation, and numerous activities such as off-site visits.

The child minder ensures the environment is suitable for children in her care. She maintains the premises well and the environment is homely and welcoming. She provides sufficient space for the number of children cared for to access a good range of activities in a dedicated playroom, lounge and hallway. There is a large rear garden accessible from the playroom, providing easy access to fresh air and physical activities. Safety matters in the garden are fully considered and any issues are monitored. The child minder does not use the kitchen/dining area for care and children eat their food at a low table in the lounge. The child minder is aware of the need to monitor the suitability of eating facilities. The lounge is furnished with comfortable seating for children to rest and the toilet is located off the hallway to support older children who can use the facilities independently.

The child minder provides a wide range of good quality, developmentally appropriate play and learning resources. These include puzzles, books, small world, sensory toys, multicultural items, and musical instruments. These are available in sufficient quantity to ensure children have variety and choice. Resources are clean and well maintained. In the playroom, there are large storage units and resources are organised so children can access age-appropriate toys easily. The resources appeal to the children's interests, and they are motivated to play with them. There is suitable equipment available, such as car seats. The child minder is confident regarding the suitability of car seats for individual children, and she now keeps a record of how decisions are made about which car seat to use for each child.

## Leadership and Management

**Adequate**

The child minder has a statement of purpose that clearly outlines how the service operates, allowing parents to make an informed choice about the suitability for their child. She has appropriate policies and procedures in place and she had reviewed and dated most of these, although we saw that some policies had not been recently reviewed to ensure they are up to date with current practice. For example, the individual needs policy did not refer to the current Additional Learning Needs legislation. She keeps an accurate register of children's times of attendance, and we saw that ratios are consistently adhered to. She maintains organised records of children's individual needs, contracts with parents, records of accidents, incidences and medication.

The child minder has a suitable system in place to monitor and evaluate the quality of the service to ensure the service meets the children's needs. She has completed the required Self-Assessment of Service Statement and submitted it appropriately to CIW, along with the most recent quality of care review. This report does not outline any improvements needed or action required in the year ahead. A complaint policy is in place.

The child minder maintains records of training and these evidence that First Aid, Child Protection and Food Hygiene training is up to date. She has plans to update these prior to them expiring and to attend additional training to support her in her role. Training in diversity has been completed recently. Disclosure and Barring Service (DBS) certificates for herself and household members evidence that they are all less than three years old as required by regulations. She completes appropriate documentation when children register to attend the service and this information helps her to plan for their care. She told us that she has an emergency back-up plan in place in case of an emergency or unforeseen situation.

The child minder has effective partnerships with parents. She provides them with appropriate information they need to make informed choices about the care of their child. She speaks to parents daily and has an informal settling in policy which is tailored to individual needs. Parents receive regular photos and updates regarding their child and the service, via secure social media. Four parents returned questionnaires to CIW. These confirm that they are very happy with the service, receive comprehensive information regarding their child and their children really enjoy attending the setting. The child minder has developed good partnerships with various local authority departments and has joined professional organisations who provide her with support.



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

R1 Review the child protection policy to ensure it is clear and does not include sections of the complaint policy.

R2 Draw up activity plans to include wider cultural activities, including the Welsh language and culture, to support children's knowledge of the world and other cultures.

R3 Use the findings of the annual quality of care review to draw up an action plan, outlining when matters identified by the review need to be completed.

### 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
6 (3) (a) [i] Sch1.6	The child minder's DBS certificate was 3 years old in May 2019 and she had not applied to renew it.	Achieved
20 (4) (a)	The child minder had failed to ensure that all relevant persons in her household, had DBS certificates that were less than three years old.	Achieved
16 (2) (a)	The child minder had not carried out a quality of care review of her service on an annual basis. The child minder must carry out a review of her service and provide CIW with a copy of the quality of care report.	Achieved
38 (1) (e)	Fire drills had not been practiced at suitable intervals	Achieved

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.

<b>Area(s) for Improvement</b>		
<b>Regulation</b>	<b>Summary</b>	<b>Status</b>
N/A	No non-compliance of this type was identified at this inspection	N/A

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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