



## Inspection Report

**Paula Flood**

**Newport**



**Date Inspection Completed**

14/06/2022

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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	3 May 2017
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	Yes. The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

### **Summary**

Children are happy and settled in the care of the child minder and her assistant who work closely together. Children have a say in how they spend their time and enjoy the activities available. Children learn to interact well and can develop their independence.

The child minder has a good understanding of how to keep children safe and healthy. She has implemented new policies and procedures in response to Covid19 effectively. The child minder plans for a variety of activities which are interesting and stimulating and capture children's imagination. She records children's progress.

The child minder provides a suitable environment where children feel comfortable and safe. She utilises the garden well to give children opportunities to get fresh air and be active. Resources provided are age appropriate and well maintained.

The child minder manages her setting well. She effectively considers children's needs and the views of parents to ensure she provides appropriate care. The child minder uses the wider community well to support her in giving children a range of opportunities and experiences.

**Well-being****Good**

Children make choices and are listened to; and all attempts at communication are valued. They are encouraged to speak and express themselves. Children are settled and form positive emotional attachments. They feel secure as they seek out the child minder and her assistant for comfort when required.

Children are able to express their views and needs in a variety of ways and have some opportunities to make choices and decisions about what affects them. Children are very content and show enjoyment. They are able to express their needs and preferences confidently and age appropriately. For example, on arrival from nursery one of the children wanted to play with some building activity. The child minder's assistant asked '*Where would you like to play with the stickle bricks here inside or would you like to play in the garden on the rug on the patio?*', the child looked excited at the idea of doing an indoor activity outside. Another child wanted to play in the playhouse and invited the child minder to join in. The child minder happily joined in and pretended to help with cooking.

Children have a sense of belonging and are becoming familiar with routines. Children's feelings, likes, dislikes and needs are met as they are forming bonds of affection. Interactions between the children and both adults are positive, and children show good levels of interest and engagement in their play and learning. Children arrive happy at the setting and move around with confidence. They are comfortable in the care of the child minder, for example, children are confident to approach the child minder for cuddles and joined in with a foot printing activity with the child minder's assistant. There was lots of chatter and giggles as the paint felt cold on their feet.

The child minder understands her responsibilities in relation to children's safety and wellbeing. There are appropriate record keeping systems in terms of the administration of medication, accidents and incidents. The child minder recognises her safeguarding responsibilities and has a child protection policy with references to procedures to follow should she need to make a referral to children's services. However, the policy did not include contact details for the local safeguarding board or Care Inspectorate Wales (CIW). In light of the covid19, pandemic the child minder prioritises infection control, with changes made to visitor access to the home, as well as frequency of cleaning and hand washing routines.

The child minder gets to know the children well and is a good role model. Children have a good relationship with both adults, which helps them to feel relaxed and settled. We heard children saying please and thank you without being prompted by the adults. Children happily seek comfort, reassurance or interaction during their play. For example, one of the children on arrival from nursery, went straight up to the child minder's assistant and said 'Hello', this was met with a cuddle and an acknowledgement from the assistant asking the child how their morning at nursery had been. Children are familiar with the environment, which gives them a sense of belonging and contentment. For example, a child happily went outside and played independently.

The child minder promotes children's play and learning to a good standard. She plans activities in conjunction with children's individual needs and abilities. The child minder places emphasis on children's emotional well-being and provides space and time for them to develop their communication skills. She knows her minded children well enough to be able to understand their needs even if they cannot vocalise their feelings to her in a fluent way. The child minder interactions with children are consistently warm and nurturing and she supports children effectively, helping them when necessary.

The child minder ensures her home is a safe place for children. It is secure from unauthorised people as external doors and gates are locked. She manages hazards well, eliminating them wherever possible. For example, daily check lists of the environment are completed each day. The child minder ensures there is a clean, well-maintained environment and she completes risk assessments on all areas used by the children and any regular places visited. She undertakes regular fire evacuation drills with the children, so they are familiar with procedures. She cleans the environment thoroughly and supports children to wash their hands regularly. However, we noted that a communal towel was also accessible in the bathroom as well as individual towels for the children. This can cause confusion about which towels a child should use and sharing towels could cause cross infections.

The child minder provides children with a warm, homely space where all children feel relaxed and comfortable. Children have access to suitable indoor and outdoor spaces in which to play and learn. All areas are child friendly and welcoming. The garden is utilised well, and the areas provide a variety of opportunities for exploratory play. The garden is a good space for children to be active and learn about the world around them. For example, growing and planting flowers and playing in the role play area or sitting quietly on the patio reading a book. The family pet dog is allowed around children when closely supervised. Otherwise, the dog stays in a crate in the lounge area.

The child minder equips her setting with appropriate resources suitable for children's ages and stages of development. She knows the children well, allowing her to provide a variety of toys, according to their interests, such as cars and building blocks. All resources are of a good quality and well maintained, as they are stored appropriately.

## Leadership and Management

Good

The child minder is aware of her responsibilities in relation to her childminding business. She has a suitable selection of written policies and procedures to support her setting and shares key documents with parents. The Statement of Purpose provides sufficient information about the setting, so parents can make an informed decision about its suitability for their child. Although the child minder has a detailed concerns policy, the Statement of Purpose did not include brief details about how to raise concerns with CIW nor did it have the regulators correct contact details. The lost child and uncollected child policies are somewhat brief. The lost child policy does not have a clear timeline of when emergency services would be called should a child go missing and neither policy included the local safeguarding board or CIW's correct contact details. The child minder stores her documents securely, and she shares her written data protection policy with parents. The child minder completes daily records in a timely manner and individual children's contracts contain relevant information.

The child minder makes sure she, and any household member or people working with her over the age of 16, has an up-to-date Enhanced Disclosure and Barring Service check. She has completed a range of training and makes sure her first aid and safeguarding are up to date so she has the knowledge to deal appropriately with any incidents, accidents or worries she has about a child.

The child minder keeps parents informed about their child's day and development. She uses technology such as the phone and text messages to send information and photos through to parents throughout the day. The child minder effectively uses the local environment to enhance the children's experiences. She takes them on walks and visits to places of interest and playgroups. This helps give children a sense of belonging within the community and provides them with exciting opportunities.



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

R1. Ensure all communal towels are removed from the bathroom during minding hours to stop cross contamination.

R2. Broaden the lost child and uncollected child policy to include timeline that would be followed in alerting emergency services when a child goes missing and including contact details for LA safeguarding board and CIW.

R3. Ensure the SOP briefly describes the service complaints policy including CIW's contact details.

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A

<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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