



## Inspection Report

**Bethan Davies**

**Newport**



### **Date Inspection Completed**

12/03/2024

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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	25 September 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<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 settled, comfortable and happy at the child minder's home. They enjoy a good selection of age appropriate and interesting activities to support their play and learning. They have a strong voice at the setting and are involved in decision-making around daily routines and play opportunities. The children form close and affectionate relationships with the child minder. They play confidently together and express themselves well in accordance with their ages and stages of development.

The child minder has a good understanding of her role and responsibilities in relation to children's wellbeing and safety. She is a positive role model, providing a warm and nurturing environment for children. The child minder plans for a variety of play experiences, both within the home and on outings. The child minder does not use the garden in her home for minded children.

The child minder has appropriate record keeping systems in place. Most Policies and procedures are suitably written but some need to be broadened. Partnerships with parents are good and the child minder provides a flexible service to meet the needs of families. Parents are appreciative of the service the child minder provides and value the care she offers their children.

Children are forming positive relationships with their peers in line with their age and stage of development. We noted children happily chatted away talking to the child minder about what their baby dolls were playing with. The children welcomed us with smiles, they were initially reserved, but they settled quickly and continued to play with their toys.

Children thoroughly enjoy their time at the service. They are settled and have a strong sense of belonging. Children are clearly relaxed, comfortable, and content at the service. They move around the playroom easily and select from the toys and activities they can freely access. Children attending have formed affectionate relationships with the child minder. They happily approach her for cuddles and reassurance, often. We saw children reading to their dolls and telling the child minder that the dolls enjoyed the story. Another child moved their mouth as they pretended to read a story. They smiled and said to another child see *"I'm reading just like Bethan reads a story with us."* At other times the children included the child minder in their games and clearly enjoyed her input. For example, whilst the children had been playing a counting game, they called the child minder to check if they were playing properly saying *"Is this counting, one two and three?"* The childminder listened to their counting from one to six out loud and confirmed with the children it was correct. She said, *"Well done you know your numbers now."* The children looked very pleased with themselves and carried on playing the game. The child minder regularly takes children on outings to playgroups, play parks and to local amenities. This helps them to socialise and learn about the community in which they live in.

Indoors, we saw the children taking part in activities including imaginative play, playing with dolls, toys, and looking through books. The children were involved in choosing the activities and we saw them able to sustain their interest for extended periods. Younger children have appropriate resources which they can choose independently. Children told the child minder that they were hungry, and the child minder responded by asking, *"Well do you want to eat your lunch now?"* Both children nodded to say yes and the child minder encouraged them to set out their lunch boxes on the table. The children happily brought their packed lunches to the table saying *"Remember we eat the sandwiches first."* One of the children corrected the other by saying *"Yes, but I have a wrap today."* They both smiled at each other and began to eat their food. The child minder asked, *"Now, what do we do before we even set the table for lunch?"* Both children called out excitedly, *"We wash our hands, look they are clean."* This demonstrates that children are aware of their own health and hygiene understand the importance of following routine.

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 and incidents. However, upon viewing the child minder's accident records we noted that very minor injuries were not consistently signed and dated. The child minder recognises her safeguarding responsibilities and has a child protection policy with references to procedures to follow should a referral to children's services be required. The child minder has continued to keep all her mandatory training up to date such as first aid, safeguarding and food and hygiene training.

The child minder has a good written behaviour management policy that outlines strategies which are developmentally appropriate in line with children's level of understanding. The child minder applies a positive approach when managing children's behaviour, modelling appropriate behaviour herself. Children are at ease and comfortable they are polite, show good manners and respect the resources available. Children welcomed us with smiles and then settled quickly.

The child minder promotes children's play and learning to a good standard. She knows her minded children well enough to be able to understand their individual needs and plans activities in conjunction with their abilities and interests. She places emphasis on children's emotional well-being and provides space and time for them to develop their communication skills. Written observations and assessments are taking shape. The child minder recognises that importance of observation and assessments and plans to continue making further improvements. The child minder is in the process of compiling the new curriculum for Wales to suit her service needs.

**Environment****Good**

The child minder's home is safe and provides a secure environment for children. There are safety precautions in place to ensure that children have limited access to some areas of the home, for example, the first floor of the property. The child minder ensures that the family dog only has supervised access around the minded children. The child minder identifies risks and has a range of written risk assessments to ensure children's safety. Reviews of risk assessments on all areas used for child minding are in place, as well as assessments for activities and outings. The child minder undertakes regular fire evacuation drills with children, so they are familiar with procedures. An annual safety service check of the gas boiler has been conducted and certification documented in the child minder's operational file.

Children benefit from a 'home from home' environment that is child friendly. Overall, the child minder's home provides an appropriate amount of space so children can play and explore in comfort to meet their needs. There is a suitable standard of décor throughout with sufficient natural light. The child minder does not use the garden for child minding purposes. Instead, she ensures that children have daily outings to the local parks, playgroups, and other amenities.

The child minder has a wide array of toys and materials, which are well maintained and clean. There is a good range of resources for young toddlers including shape sorters and musical toys. There is also a wide range of equipment, toys and activities for the older children who attend before and after school. During the school holidays the child minder plans outings wider afield.

## 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 service and shares key documents with parents. However, both the lost child policy and uncollected child policy did not include a brief timeline of the processes to follow in such an event. Additionally, both these policies neither included contact numbers for the safeguarding board and the regulator Care Inspectorate Wales (CIW). The statement of purpose provides accurate information about the service, so parents can make an informed decision about its suitability for their child. The child minder has a well written complaints policy in place in case parents want to raise any issues with her or the regulator CIW. All documents are stored securely, and she shares her written data protection policy with parents. She is registered with the Information Commissioner's Office (ICO). The child minder completes daily registers in a timely manner and individual children's contracts contain relevant information.

The child minder manages her child-minding business effectively. There are up to date Disclosure and Barring Service (DBS) certificates for all persons over 16 who live at the premises. The child minder informs parents in advance of any closure of her service so they can make alternative childcare arrangements. She takes training and development of her practice seriously and has up to date core training. In addition, she undertakes a range of other courses to extend her knowledge of childcare issues.

The child minder is committed to improving her service and actively asks for feedback from parents and children by sending out online questionnaires. She is reflective and open to new ideas and ways of working to benefit the children in her care. She provides a quality-of-care report on an annual basis which includes the opinions of all those who use her service. Parental feedback is very positive. The information viewed during the inspection demonstrates positive views of the families who use her service, and the service is highly recommended to others by the parents.

### 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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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 accident records are consistently used to include dates and parental signatures.

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)
Broaden the lost child policy and uncollected child policies to include a brief time line of process to follow if a child is lost or uncollected.
ensure policies such as lost child and collected child include contact details for the safeguarding board and the regulator CIW.

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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