



## Inspection Report

**Caroline Hutton**

**Blackwood**



**Date Inspection Completed**

05/12/2022

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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	
Is this a Flying Start service?	
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>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children feel safe, happy and secure in the child minder's home. They enjoy playing with each other and have formed lovely bonds with the child minder. They can choose freely from a suitable selection of fun, age-appropriate toys and activities to help them develop and learn. Children are encouraged and given time to speak freely. They know they will be listened to because their opinions matter.

The child minder is kind, caring and respectful to the children. She ensures she keeps them safe by following her policies and procedures appropriately. The child minder has completed an excellent range of training which has given her advanced knowledge, understanding and skills to care for the children very well.

The child minder's home is clean and welcoming. Care takes place on the ground floor where children have access to a designated playroom which is used for child minding. The childminder ensures there is always a vast selection of toys and resources available to the children.

The child minder uses a wide range of policies and procedures to run her service. She has a good system in place to support her continuous professional development and is constantly looking at how she can improve the quality of her service. She has positive relationships with parents of the children she cares for.

Children are happy and settled in the child minder's care. They have a close relationship with her and feel a sense of belonging at the setting. On arrival, they play with toys immediately. Children are happy to approach the child minder for support and engage her in their conversations. For example, two children chatting at the dining table asked for the child minder's opinion on things they'd learnt at school. Older children told us that they are very happy at this setting and 'love coming here' after school.

Children have a strong voice at the setting. They confidently move from one activity to another. Children's views and opinions are respected. Children are comfortable and familiar with routines at the child minder's home which gives them a sense of security and belonging. They are learning how to do things for themselves including problem solving in their play, helping to tidy away the toys after activities and washing their hands. They do this independently with some help and direction by the child minder when needed. For example, a child spilt their water during snack time and the child minder provided paper towels to help clean it up.

Children's interactions are good. During mealtimes, children chat happily to each other about their hobbies and their day in school. Children listen well to instructions given by the childminder in Welsh and English. Children went to wash their hands when the childminder asked '*golchwch eich dwylo*' (*wash your hands*). Children respect each other and share toys and resources with their friends. They are polite, well-mannered and friendly to other children, visitors and the childminder. Children say 'please' and 'thank you' without being prompted.

Children enjoy the time they spend in the child minder's care. Younger children benefit from focussed sessions during the day. They have singing time, in both Welsh and English, which they enjoy dancing to and are beginning to copy actions and words from familiar songs. For example, a young child excitedly tapped his knees when the childminder brought out the 'tap, tap box'. Older children enjoy choosing from a vast range of age appropriate activities such as Lego, writing opportunities and reading books. Two children were engaged in role playing a shop together where they could exchange money for a variety of items.

Children develop good independence skills. They independently use the toilet and wash their hands. Children independently feed themselves during mealtimes, some using forks and spoons and others with their hands. However, not all aspects of mealtimes encourage the children to be independent. For example, the children were served their food by the child minder rather than helping themselves.

## Care and Development

Good

The child minder follows suitable procedures to keep children safe. Her understanding of safeguarding is good. She is confident when discussing making referrals to the local authority's children's services department. She holds an up to date certificate for safeguarding training attended with the local authority. The child minder keeps records of accidents, incident and existing injuries of children attending. She evaluates these for any trends emerging and takes action should anything require adapting within the environment as a result. The child minder has up to date first aid and food hygiene qualifications. The child minder works in line with health and hygiene procedures. For example, all children were encouraged to wash their hands and tabletops were wiped down before and after meals and snacks were served. The childminder provides balanced meals and snacks to the children; we saw children enjoying toast and fruit. Arrangements for supervising and caring for children is very good.

The child minder's interactions with children are positive. For example, during a music session with younger children, the childminder said *'oh, I think your friends are singing to your music'* to which the child smiled excitedly. She knows the children well and has very close bonds with them. She shows kindness and respect to the children in her care. For example, she sits with younger children until they're asleep and chats with older children at after school snack time about their day in school. The childminder praises children well. She praises them in Welsh and English, using phrases such as *'da iawn, ti'* (*well done, you*) and *'arbennig'* (*excellent*). The child minder promotes positive behaviour and uses a range of behaviour management strategies if needed.

The child minder has a very good understanding of the needs of all children attending the service. She gives children comforting cuddles when they are tired and when children approach her spontaneously. She has a good awareness of the new Additional Learning Needs (ALN) framework and has attended a number of local authority run courses to further develop her knowledge and understanding. The child minder promotes cultures and diversity by planning activities based on celebrations and traditions such as Chinese New Year, St David's Day and Diwali. She also encourages children to be aware of their Welsh culture by listening to music by Welsh music artists. The child minder has an accreditation awarded by the local authority for her use of the Welsh language.

## Environment

Good

The child minder ensures the environment is safe, secure and well-maintained. There are cleaning procedures in place. The front door is locked during child minding hours and visitors who are not familiar to the child minder are required to show identification badges and sign a visitors record. All safety checks such as fire safety and gas boiler maintenance are maintained and there are effective safety procedures in place. Fire drills are conducted regularly to ensure all children are familiar with the evacuation process, if needed. The child minder has robust risk assessments in place and these are regularly updated.

The property is suitable, welcoming and nicely decorated indoors, with a spacious playroom designated for minded children. The outdoor area is a safe, enclosed garden. There is a celebration of children's work on the walls of the playroom which includes children's artwork; Photographs of the minded children are displayed which gives them a sense of belonging at the setting. There are low level tables and chairs for younger children and a separate dining area for older children to eat their food. There are areas for relaxation. Toileting areas are accessible for all children with aids for the younger ones which provide for children's independence. Their privacy and dignity is respected.

The outdoor space is accessible from both the playroom and the kitchen areas. Resources for the outdoor area include a slide, play house and other smaller resources for younger children. The resources provided are of good quality and there is a good range available for all ages of children. Toys and resources are kept at a low level and accessible for children. There are English and Welsh books available and a choice of dolls and books which promote cultures and diversity. There are push-along toys, soft toys and musical toys for younger children and a range of role play, small world play, creative resources and construction toys for older children. However, not all resources, including books, are organised and easily identifiable to children.

## Leadership and Management

**Good**

The child minder runs her service very well. She is passionate about her role as a childminder and is committed to her on-going professional development. She has attended a large amount of training courses which have equipped her with a wealth of knowledge and understanding of child development, childcare and the wider world. There is a statement of purpose for the service which accurately reflects the service provided. There are contracts and permissions in place to ensure the needs and preferences of children are met. The child minder has a current public liability insurance and car documents are valid. All Disclosure and Barring Service (DBS) checks are in place for current household members over the age of sixteen years.

The child minder is experienced, policies and procedures are in place and are updated regularly. The child minder completes an annual quality-of-care review. This includes views from parents and children via questionnaires and mentions areas which have positively impacted the children, such as purchasing new resources.

Partnerships with parents are excellent. Parents told us that they were very happy with the care provided by the child minder. They commented that she is brilliant, caring and considerate towards them as a family and especially the children, and she is the absolute best child minder that they could wish for. They told us that they feel she is a part of their family and some have become close friends of the child minder as a result of their children attending. The child minder reports back to parents on children's needs at the end of the daily child-minding session. The child minder takes opportunities to visit local parks, fun groups for children and local attractions regularly.



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

R1. Ensure children are given opportunities to be independent at snack time.

R2. Ensure books and toys are more organised so they are easily identifiable to children.

### 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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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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