



Inspection Report

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Knighton



Date Inspection Completed

29/09/2022

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are confident to make choices, to speak and express themselves. They are content and settled and they interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences. They have good opportunities to develop their independence skills.

The child minder has a good understanding of how to keep children safe and healthy. She is caring and responsive to children's needs and creates a positive ethos whereby children feel valued. She respects the children's choices and there are positive bonds of affection. She encourages a free-play learning environment and provides a range of activities to promote children's developmental skills.

The environment is safe, secure and well maintained. Children have access to a suitable range of toys, resources and equipment that are appropriate and suitable for their needs and enable them to play, explore and learn.

The child minder adequately manages her setting and has the required policies and procedures in place. The child minder reviews her service appropriately and makes improvements where necessary.

Well-being

Good

Children have a good voice at the setting. They are able to express their views and needs in a variety of ways and have good opportunities to make choices and decisions about what affects them. Children are content and show enjoyment in their play, they confidently express their needs and preferences, and they know that they will be listened to.

Children have a sense of belonging and they are familiar with the routines. Children's feelings, needs, likes and dislikes are considered appropriate and they are forming bonds of affection. The interactions between the children and the child minder 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 have meaningful conversations with the childminder and sign language is used for the children who need it.

Children are safe and happy, and they play appropriately with the resources available. The children behave well and interact effectively with their peers and the child minder. Children are learning the importance of sharing, taking turns and cooperating with others. They play happily together. We saw some children playing with the cars together whilst another chose to do some puzzles alone. Children receive meaningful praise and encouragement from the child minder when they attempt tasks and clearly value the reassurance. For example, the child minder was encouraging a child who was completing art work and praised them saying *"You've done this so well, well done you"* and the child smiled proudly. The child minder treats the children with respect, and she has realistic expectations of their behaviour and developmental stage.

Children confidently engage in their play and learning, and they have opportunities to relax and enjoy quiet time. They are able to concentrate for an appropriate period of time for their age and stage of development. Children develop their language through their play, naming colours around them and talking about numbers as they count the blocks.

Children are learning how to do things for themselves including problem solving in their play, helping to tidy away the toys after activities, cleaning their hands and taking their shoes and coats off. They do this independently with some help and direction by the child minder when needed.

Care and Development

Good

The child minder knows the children well. She implements policies and procedures to ensure the children are safe at the setting, however these need to be reviewed and updated regularly. She has up to date knowledge and training of first aid. The children bring their own packed lunches and snacks to the child minders home. She encourages healthy eating and ensures she follows good hygiene procedures.

The child minder manages interactions with children successfully. She promotes children's confidence and self-esteem positively and provides a great sense of enjoyment and fun. For example, we saw her include each child in the group activities so they could all play their part. The child minder reminds the children of the rules of the setting regularly throughout the session. The child minder confidently follows her behaviour management policy; implementing positive strategies to effectively promote good behaviour consistently. The child minder reminded the children of being safe and reinforced the expectations of good behaviour. For example, she asked the children to help put toys away before bringing out more and praised them when they did, "*Thank you for tidying up, well done.*" The children enjoy playing cooperatively and take turns frequently.

The child minder provides a good choice of enjoyable, challenging play and learning opportunities both indoors and outside in the local area to promote the children's all-round development. She plans activities and outings to develop the children's knowledge, however, she does not currently make formal records of her planning or the progress of children. The child minder has a good understanding of the children in her care and knows their likes and dislikes. She supports their knowledge of the English language for the children who are learning. She consistently encourages the children's independence skills. For example, she praises children when they are able to put their shoes on or take them off and she offers verbal support to help with independence during lunch, including retrieving their lunch boxes and eating independently.

Environment**Good**

The child minder is aware of her responsibilities and ensures that children are safe and secure at her home. The premises are safe, the front door is locked at all times and visitors are signed in and out of the setting. There are effective risk assessments in place and the childminder practises fire drills to ensure the children know what to do in the event of a fire evacuation. Although these could contain more detail. The child minder has the appropriate insurances and her child minder ensured her annual gas safety check had been completed.

The playroom is clean and welcoming. There is sufficient space, equipment and resources to meet the children's individual needs. They can safely explore the living room where the resources and materials are stored effectively so that children can access them independently. There is a large, enclosed outdoor area that but it is currently not in use due to the weather. The child minder ensures the children have regular access to the outdoors by taking them out in the local area.

There is an appropriate variety of resources and equipment available to the children which are well organised and in good condition. They are age and stage appropriate to support children's individual needs, interests and development. For example, the children were able to choose from a variety of jigsaws, construction toys, books, musical toys and a wide range of craft resources. The child minder encourages the children to be curious in their learning through providing a variety of activities to support their development. The children have easy access to the kitchen, playroom and the hallway where they are able to store their belongings and retrieve them independently.

Leadership and Management

Good

The child minder manages her setting adequately and has the required policies and procedures in place. She has a statement of purpose that provides parents with information on the service she offers and there are plans to further develop this to be clear about children she can and cant care for.

The child minder has appropriate systems in place for regularly gaining the views of parents, carers and the children in her setting. She successfully incorporates the feedback into her quality of care review which had been completed. The child minder recognises what she has done well and has also identified ways in which she can improve her setting.

The child minder ensures she has current DBS checks in place for herself and other household members. She has appropriate qualifications and training suitable for the children in her care. The child minder stores the relevant information required for the children and she records their attendance accurately and meets ratios.

The child minder is mindful of the importance of clear communication, engagement and working alongside parents and keeping them informed. She keeps parents and carers informed through messages and verbal communication. The child minder has a good relationship with the parents who use her service. For example, she supports parents and carers by having meaningful conversations about their children's needs and supports them to get the help they need.

Recommendations to meet with the National Minimum Standards

R1. Consider maintaining written records of planning and each child's individual progress to reflect their development.

R2. Consider adding more information to the fire drill record – lessons learnt etc.

R3. Ensure the statement of purpose contains all relevant information with regards to admissions.

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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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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