



Inspection Report

Tracey Wilson

Newcastle Emlyn



Date Inspection Completed

25/01/2024

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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 | 17 October 2017 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | 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 have a good voice and communicate confidently with each other and with the child minder. They are happy and have developed strong relationships, enjoying what they do. Children participate in activities as well as choose their play and demonstrate good independence skills.

The child minder understands and implements policies and procedures to promote healthy lifestyles, safety, and personal well-being. She demonstrates warmth and kindness towards children and ensures they feel valued and safe.

The childminder provides an environment with effective measures in place to ensure the safety and welfare of children. She ensures the environment is secure and well maintained. The childminder ensures a good range of resources are provided to motivate all ages and stages of development.

The child minder's practice and policies are in line with regulations and National Minimum Standards. The child minder has formed close relationships with parents and strong partnerships with local schools through a reliable pick-up service.

Well-being

Good

Children are happy and confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and their opinions and interests are valued. For example, children indicate when they wish to leave one activity such as building blocks and move on to another such as a portable play ice-cream maker. Children enjoy the freedom to explore their play area and make decisions for themselves. During a painting activity, we heard one child saying, “*and I want to*” and this was welcomed with positive responses.

Children are relaxed and are comfortable in their environment. We saw children arriving and settling quickly into the daily routine, showing delight as they socialised with their peers. Children chat confidently about family members, and we saw them telling the child minder about how they helped to pack Christmas decorations away. They are familiar with the calm daily routine, as this supports their individual needs and interests. Children are content with visitors, and they are eager to show or share the resources. They have a clear sense of belonging and chat about their day, talking about the foods in their lunch box and happily express ideas for activities and play opportunities such as pointing to musical instruments.

Interactions between children and adults are consistently good. The bonds of affection between children and the child minder are very evident. For example, children cuddle and place their arms around the child minder. Children cooperate well and engage with the child minder and their peers, being interested and supportive of each other’s needs. They communicate openly and enjoy being able to participate in social activities. For example, whilst taking part in a craft activity, glueing, sticking and painting hearts at the table, children chatted confidently and laughed openly as they named the colours.

Children are engaged and are active in their play. They express enthusiasm and enjoyment whilst learning and participating in a good range of stimulating play opportunities. Children confidently initiate their own play as resources are easily accessible. For example, children explored storage boxes and excitedly tipped the contents onto the carpet. They enjoy the space to lie on the floor whilst creating tracks and building towers, concentrating for extended periods of time.

Children have good opportunities to experience age-appropriate activities and a range of resources that promote their all-round development. For example, puzzles for older children and sensory resources for younger children. During lunch, children enjoy sitting together at the table and highchair and have good opportunities to develop their independence skills. Most children independently use the toilet, and wash and dry their hands without support. They also enjoy additional responsibilities such as wiping tables following snacks and using a pan and brush to brush up any crumbs after eating.

Care and Development

Good

The child minder understands and implements her policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She actively manages risks and children receive consistent responses and reactions. The child minder has a clear understanding of safeguarding procedures and a robust child protection policy in place. Her safeguarding training is also up to date, whilst also having enrolled to attend a higher-level training course. Other mandatory training such as paediatric first aid and food safety are also up to date. During mealtimes, the child minder ensures that surfaces are regularly wiped down and that hygiene practices such as handwashing are followed. Following snack time, we saw how the child minder encouraged children to wipe their own hands and faces using children's individual flannels which hung on individual pegs. The child minder reminds the children to have regular drinks from their own flasks. Her practice of changing nappies is followed with dignity and respect. *"Can I change your nappy please?"* We saw how the child minder wore apron and gloves, whilst children excitedly get their own nappies from their personal boxes. She uses this opportunity to chat with children whilst reinforcing further hygiene practices with each child. Sleep arrangements are followed in line with the child minder's policy and parental wishes. We saw a safe sleeping area within the child minder's home. The child minder understands the individual needs of children well and has carefully practiced routines for dealing with allergies, demonstrating her policy and procedures. During our visit, we observed the child minder discussing medication and this was done with knowledge, understanding, support and reassurance.

The child minder's interactions with children are warm and consistent. She offers continuous eye contact and positive body language, providing reassurance, kindness, and care. *"Waw, that is lovely." Would you like to do that now, or do it later?"* The child minder knows the children well and is sensitive to their needs. We saw how children comfortably sat on the child minder's lap or on her back during floor activities. The child minder demonstrates interest and respect during conversations and activities. *"Is that for Mummy? That is very colourful. Well done."* She uses incidental Welsh throughout the day and promotes language development through consistent opportunities to chat and sing, *"Un, dau tri, da iawn."* Children enjoy requesting songs and the child minder is responsive and enthusiastic as the children join in with the signing. The child minder reminds older children when they become excitable to play *"gently"* around others.

The child minder has a very good range of quality resources. She ensures children are provided with opportunities to play and learn through various activities which are diverse and age appropriate. We saw the child minder's planning records which reflect the range of experiences provided. However, whilst developmental records are in place, these have limited information regarding next steps in children's learning and are currently being developed further.

Environment

Good

The child minder has effective measures and policies in place, ensuring the safety and welfare of children in her care. The environment is safe, secure, and very well maintained, and the main entrance is always locked. A record of children's attendance, assistants and visitors is documented in the child minder's daily diary. The child minder has created an environment which is welcoming and homely with clear hygiene practices in place. She ensures there are safety gates in place separating the main playroom area from the main hallway of her home and the nappy changing area. We saw the child minder's records of fire drills and evacuation processes. She ensures that all building and safety checks are complete and updated when required. The child minder keeps risk assessments which cover a range of areas around her home, the outdoors, and visits, and these are reviewed and dated annually.

The child minder's home is of a high standard, and she ensures that the environment accessed by the children offers a good indoor play space for children to move freely. The childminder ensures that the main indoor play space is purposefully arranged to maximise learning opportunities and experiences for children. Resources are stored in large wall units which are safe and accessible for children, where boxes are labelled clearly with images for children to see contents such as books and games. The outdoor space was not used on the day of our visit due to poor weather conditions. The child minder told us that her outdoor resources such as larger climbing resources, bikes and trikes are available in the rear garden for children to be able to extend their experiences whilst developing their physical skills.

The child minder's indoor space provides facilities which are of a high standard. She ensures a range of play areas such as a play kitchen, construction, and role play. Child sized tables and chairs are available for mealtimes as well as activities and small world play. The child minder provides areas for children to relax on a sofa for story times and rest. A carpeted area enables children to be comfortable and relaxed during floor play. Her indoor area also includes a hard flooring area which offers opportunities for children to experience messy and creative play. The child minder has an extensive range of age-appropriate resources and high-quality equipment such as transport resources, dolls, farmyard, train sets and jigsaws. We saw push along toys and musical resources for younger children. The child minder ensures that her displays are purposeful, and we saw children pointing to and chatting about the display on animals of the month.

The child minder has a clear vision for the setting. She provides and maintains an up-to-date statement of purpose which accurately reflects the service. The child minder works collaboratively, alongside another registered child minder within her home and they both share the same vision, values, and ethos. This shared working arrangement ensures that children are supervised well and that ratios are always in line with requirements. The child minder keeps a file of extensive and purposeful policies and procedures in line with the National Minimum Standards. She reviews these annually, and any changes are shared with parents and carers. The child minder complies with regulations and consistently ensures that requirements are met, documenting these confidentially in organised files. The child minder is knowledgeable about her responsibilities and takes pride in her system of keeping documents. She provides registered parents with starting booklets which include comprehensive information and relevant documentation. These form part of the children's files which are all correct and up to date, with parental permissions and signatures in place. The child minder's records in relation to accidents, medication and vehicle documents are all correct and up to date.

The child minder carries out an annual quality of care review and considers the views of parents and children in the process. We saw completed parent and children's questionnaires and evidence of how she responds to children's ideas such as a bouncy castle and snack ideas for after school children. She is committed to introducing new ideas and actively plans for future developments.

The child minder has completed all mandatory training and committed to her ongoing development having attended additional evening courses such as trauma. We saw valid certificates, documentation and policies which reflect the child minder's interest in protecting children and ensuring that they receive healthy and exciting experiences. The child minder employs one assistant whose staff file is correct and up to date. The child minder's assistant told us that she enjoys working at this setting and is well supported. All disclosure and barring scheme certificates are valid and correct.

The child minder has formed close and long-term relationships with families and has established strong partnerships with local schools, through offering a reliable pick-up service. The child minder communicates effectively with all parents via a safe social media platform. She shares updates, surveys, funding information, messages, and photographic evidence of daily experiences in this way. The child minder told us that she plans a range of visits to local areas. For example, the park, castle, beach, shops, and soft play centres to provide different learning experiences for children. The child minder is a member of an early years support and umbrella organisation and is proactive in ensuring that she keeps up to date with all changes.

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 |
|------------|---------|--------|
|------------|---------|--------|

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

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 7 - Opportunities for play and learning | Ensure what children do is observed and recorded to help plan for next steps for children's play, learning and development. |

| 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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