



Inspection Report

Laura Fitton

Wrexham



Date Inspection Completed

19/04/2023

About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 2017
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.

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

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

Summary

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with their friends and the child minder. Children are confident to express their ideas and opinions and frequently make decisions about their care and play. Children progress well with their learning and are developing their independence.

The child minder is very responsive and attentive to the children. She has a very warm and nurturing manner and is an excellent role model. The child minder knows the children very well, has plenty of fun with the children and consistently meets their individual needs and preferences.

The child minder's home is child friendly and very well maintained. Children receive care in a safe, clean, and secure environment. There is ample space indoors and outdoors which provide a rich environment for play. Toys and play equipment promote children's curiosity and are in an excellent condition.

The child minder manages the setting effectively, in line with the National Minimum Standards and regulations. There are a range of policies and procedures in place to ensure the smooth running of the setting. Parents are complimentary of the setting. The child minder has built positive partnerships with other child minders in the local area.

Children have many opportunities to make choices and decisions. They move freely around the setting choosing from the toys and activities available to them. Simple choices like choosing their bib and colour of their bowl at lunchtime ensure children are happy and feel valued. Children are happy to express themselves and have excellent communication skills for their age. They know their ideas and opinions will be listened to as the child minder always makes time to sit with them to talk about things that matter to them.

Children are happy and have lots of fun. They enjoy being in the company of the child minder, are affectionate towards her and eagerly involve her in their play. Children form warm and affectionate relationships with the child minder and openly talk about their day at school and activities they attend with their parents. They are relaxed and comfortable enough to tease the child minder when for example she asks, "can you give me a song?" and with a cheeky grin one replies "no, but Alexa will."

Children form friendships and interact well with each other. They play happily together, sharing plenty of smiles and laughter. Children are happy to share resources and take turns. They enjoy the social occasion of mealtimes; they sit nicely at the table, practice using good manners, help each other, and chat happily together and with their child minder.

Children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They are interested and fully involved in their activities. Children concentrate for an appropriate length of time in line with their age and stage of development. For example, they complete difficult jigsaws, listen to stories, and play educational games. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy visiting the park, the library and nature walks in Ty Mawr Country Park.

Children are developing their independence skills well, enabling them to do things for themselves. They use the bathroom facilities and wash their hands independently, asking for more paper tissue when they find the dispenser empty. They help each other to take off their cardigans and are pleased when praised. They eat their meals independently asking for help only when they want to take off their bibs. Children access resources with ease or will confidently ask the child minder for help if they cannot find something.

Care and Development

Excellent

The child minder has an exceptional understanding of how to keep children safe and healthy. There are effective policies and procedures in place which promote children's health and wellbeing. For example, the child minder has attended up-to-date safeguarding training and understands fully the procedures to follow should she have any concerns about a child. She has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record attendance, visitors to the setting, fire drills, accidents, incidents, and the safe administration of medication.

Children enjoy a daily healthy and nutritious meal. Homemade chicken casserole, with ice cream and a variety of fruit for dessert on the day we visited. Children also have access to water and milk throughout the day. The child minder prepares food hygienically and encourages good hygiene practice with children. For example, the child minder makes sure children wash their hands at appropriate times such as, before their lunch and after using the toilet. The child minder provides many opportunities throughout the day for children to get outdoors and enjoy the benefits of fresh air.

The child minder has a lovely manner with the children and consistently delivers warm, nurturing care with plenty of humour, praise, and encouragement. When a child wanted to read to her teddy, the child minder asked if she could listen too, to which the child responded *"you can sit on my knee"* *"but I may be a bit big"* says the child minder whilst they both giggled. The child then reached for a blanket to put around them, the interactions were heart-warming. The child minder uses face pictures which are happy, silly, and sad to help children to express their emotions and routinely has some quiet time with the children after lunch, so they can chat together.

The child minder understands children's needs and has a suitable behaviour policy to support this. We heard the child minder encourage and praise children frequently for their efforts and positive interactions. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self – confidence. The child minder encourages children to meet and develop their social skills with children of their own age when they attend network activities with other child minders, and the local toddler group.

The child minder provides play and learning opportunities which promote children's interest and ignite curiosity naturally through play. For example, she joined in with the children's play when invited to play 'police' and suggested building a snail home when they found and named a snail in the flowerpot. The child minder has also created an outdoor water area with a pump to move water around from the water butt and on into the mud kitchen, which provides children with endless fun. The child minder uses some basic words and phrases in Welsh to promote the use of Welsh as a second language in her setting and has a variety of memory games to promote children's interest in exploring diverse cultures and abilities. The child minder has attended training for the new Curriculum in Wales and accessed learning online. She is familiar with the Additional Learning Needs and Education Tribunal

(Wales) Act which is a framework to support children with additional needs and has systems in place to track children's development and to support her to identify children's next steps in order to promote their development.

Environment**Excellent**

The child minder makes sure the premises are very secure, safe, and clean. For example, doors were locked when we arrived, fencing around the property is secure, and suitable shaded areas ensure children are safe when playing outdoors in sunny weather. Accurate records are kept of children's attendance as well as of any visitors to the premises. The child minder completes risk assessments identifying potential hazards and manages these risks well. A risk assessment specifically for the use of the trampoline was implemented following the previous inspection. Fire drill practices are held at least monthly ensuring children know how to leave the premises safely in the event of an emergency. The child minder ensures maintenance checks for the home, such as the servicing of the heating boiler and appliances are up to date.

The child minder provides a welcoming and friendly environment for children which is light, bright, and spacious. Children have use of a purpose-built playroom and a downstairs bathroom. There is an excellent range of toys and resources for children to choose from, including a variety of bright, sturdy, and interesting wooden toys, small world and construction sets, a play kitchen, musical instruments, dolls house and puppets. All resources are well organised and stored at low level so children can reach them independently. Authentic items such as ornaments and animal figures are distributed around the room, on windowsills and on shelves. Children's work is displayed on the walls to celebrate children's achievements and to give them a sense of belonging. The outdoor area offers plenty of space for children to play and explore. Artificial grass, paving and a large, covered area ensure the children can be outdoors in all weathers. The child minder makes beneficial use of the local environment visiting the library and walking in local country parks.

The child minder ensures equipment suits the children's age range and is in a good condition. For example, she has bought a new playhouse and shed for the garden to ensure toys can be stored away to maintain their condition and has an excellent selection of small world sets, musical instruments, puppets, and child size furniture. Exciting resources such as a cushioned track for tumbling, a swinging basket swing, summer house, trampoline and climbing frame make the outdoors inviting. She is developing an eco-friendly setting where she encourages children to grow their own fruit and vegetables, to use recycling bins, and carefully purchases new resources such as wooden toys in preference to plastic ones, collects natural and sustainable loose parts and uses lightboards and wipeable easels for drawing and painting to save paper.

Leadership and Management

Good

The child minder is very experienced and effectively manages the setting. The statement of purpose and a welcome pack contain the required information and enables parents to make an informed choice as to whether the setting suits their child's needs. This was last reviewed in August 2022. The child minder has developed a range of policies and procedures which reflect the quality of the setting offered in relation to guidance, regulations, and the national minimum standards. The maintaining of records is well organised to support the smooth running of the setting. She renews the children's contracts annually to ensure the information she has is up to date.

The child minder has completed an effective quality of care report in March 2023 which considers the views of the children and parents. The child minder is reflective of the day to day running of her setting. She shows ongoing commitment to making improvements by identifying next steps to be taken to support further development. Parents are extremely pleased with the care provided at the setting.

The child minder is appropriately qualified having achieved a level 3 Child Development, Education and Play work certificate and completed all mandatory training, including paediatric first aid, safeguarding and food hygiene. She has undertaken additional training to further develop her skills and understanding in areas such as the Foundation Phase and more recently piloted a holistic approach and the new curriculum in Wales. This demonstrates a commitment to improving practice and supporting her own professional development. The child minder has an up-to-date Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder.

The child minder understands the importance of working in partnership with parents to ensure the children in her care receive the correct support to meet their individual needs. Parents spoke highly of all aspects of the setting and confirmed they receive photographs of changes at the setting, new purchases, and snapshots of daily activities via an online application. Parents describe the child minder as being friendly and warm and appreciate the lovely friendships formed between her and their children. Older children who have since left the setting return to visit the child minder. The child minder also has strong links with other child minders in the area, sharing ideas when they meet at the library or Wellbeing Hub, and by attending outings such as picnics together.

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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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	A very few policies and procedures require updating as they make reference to CSSIW and not Care Inspectorate Wales (CIW), and to the Special Educational Needs Code of Practice.

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)
Consider using the update service with disclosure and barring service checks to ensure renewals are completed promptly.

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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Date Published 22/06/2023