



## Inspection Report

**Valerie Taylor**

**Prestatyn**



**Date Inspection Completed**

10/05/2023

## About the service

Type of care provided	Child Minder
Registered places	7
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 26 February 2018
Is this a Flying Start service?	<a href="#">Manual Insert]</a> 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>	<b>Good</b>
<u>Care and Development</u>	<b>Good</b>
<u>Environment</u>	<b>Good</b>
<u>Leadership and Management</u>	<b>Good</b>

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

## **Summary**

Children make choices and decisions and confidently communicate their needs and wishes. They feel safe and happy with a child minder who always considers their wellbeing. Children form positive friendships which help them enjoy the activities and interact well. They develop a range of skills through familiar routines and play experiences they enjoy.

The child minder keeps children safe and implements effective routines to promote a healthy lifestyle. She interacts well with the children and is a good role model. The child minder gives children opportunities and experiences that effectively support their learning and development and allow them to follow their interests.

The environment is an inviting space for children. It offers suitable, safe and secure indoor and outdoor areas for children to play and learn. The child minder ensures the environment is well maintained, clean and welcoming. Resources and facilities are child friendly and offer children a range of interesting and exciting opportunities.

The child minder manages her service well. She is organised and keeps up to date with all paperwork so information can be found when needed. Self-evaluation is embedded in her practice which results in positive changes and improvements being made. The child minder has a positive relationship with parents which makes sure they are kept informed and up to date.

Children have lots of choices and freely move around the environment. They decide what they want to play with and how to spend their time. Children effectively communicate using their first language, knowing the child minder will listen and respond appropriately. Children who are nonverbal use other ways to express themselves and their needs. For example, a child decided they no longer wanted to play with the cars and pointed at the caravan, which the child minder got for them as the child was unable to reach.

Children form a positive relationship with the childminder. They feel happy and safe in her care. Children arriving from school happily and confidently joined in with the activities and routines, as they were familiar to them. This helps them to gain a sense of belonging and feel content. Children make friends with other children who attend. They are happy when other children arrive and talk fondly about experiences they have had with others the child minder cares for.

Children learn to be well mannered, saying please and thank you at appropriate times. They share space and toys cooperatively. For example, patiently waiting for their turn to wash their hands. Children respect the resources, using them appropriately and helping to return them when they have finished. They show understanding and compassion for others. For example, a child put their arm around a younger child and said they could play after they had been for their sleep.

Children fully engage in activities as they can follow their interests and enjoy what they are doing. They focus for an appropriate amount of time for their age and stage of development as they choose what they want to do. For example, a child concentrated on painting a picture of a rainbow as they had chosen to do this on the floor with help from the child minder. Children are eager to share their experiences with others. They happily approached us to share what they were doing. For example, a child excitedly wanted us to look through the coloured shapes to share the experience of making the room look a different colour.

Children develop a range of skills and their independence as they are given the encouragement, resources and support they need to support them. For example, they are provided with appropriately sized seating in the kitchen, so they can independently sit and eat or take part in a table activity. Children who are able to feed themselves and particularly enjoy having a picnic style lunch.

## Care and Development

Good

The child minder implements her policies and procedures effectively to ensure children are safe. She understands the procedure to follow should she have any concerns about a child. Registers of children's attendance are kept so everyone can be accounted for and they can be referred to when needed. The child minder makes sure she regularly practises fire drills with the children, so everyone is aware of the procedure to follow in an emergency.

The child minder follows positive practises to help prevent cross contamination and the spread of germs. Different coloured individual towels are provided for children to dry their hands and hand washing is encouraged at appropriate times including after toileting and before eating. The child minder keeps surfaces clean and ensures tables are wiped before being used for food. The child minder plans regular opportunities for children to be active by allowing them to use the garden or taking them on planned walks or trips in the local area.

The child minder has a positive manner with the children and she is a good role model. She shows children care and respect, listening and responding to them with interest and understanding. For example, there were lots of conversations about the children's families and what they had been doing at home. The child minder interacts with the children well, supporting their play and learning and making experiences and routines sociable. For example, she sat on the floor as the children played and sat with them during lunch, talking about the foods they liked and what they had done at school. The child minder uses praise appropriately to celebrate children's achievements, which gives them a sense of pride. For example, when saying no thank you when they were asked if they would like more lunch.

The child minder understands child development well and has a good knowledge of the needs of the children in her care. This supports her in being able to provide appropriate resources and individual care to the children. She provides a range of different resources and activities suitable for the different ages and stages of development of the children. The child minder tracks children's individual progress and development. She identifies next steps in their learning and ensures these are considered during children's play and when she is supporting their learning. For example, it had been identified that a child needed support identifying colours and we saw the child minder introducing colours into the child's free play, such as saying the colours of the cars they were playing with.

## Environment

Good

The child minder provides an environment that is safe and secure. She ensures external doors are kept locked. She checks the environment daily to make sure no new hazards have arisen and the areas are safe for children. Regular risk assessments are conducted so hazards can be eliminated or managed appropriately. The child minder ensures activities and any places visited are also risk assessed so they are safe for the children to take part in. For example, trips in the car to school for pick ups and trips to local places of interest. The outdoor area is surrounded by secure fencing and a locked gate so children can play outside safely.

The environment is very child friendly with a room specifically set up as a playroom for the children. This gives them a real sense of belonging in a homely atmosphere. The child minder uses other areas to give children a range of opportunities, experiences and chance to follow their own routines. For example, the lounge is available for children if they need a sleep and the kitchen/diner is used for meals and messy play if needed. The displaying of pictures and children's work gives children a sense of belonging. There is access to a welcoming outdoor space. All areas are clean, well maintained and utilised well.

The environment is well organised and items are stored effectively. The resources are arranged in labelled, themed boxes and containers, allowing children to find what they want and know where they go when they are helping to tidy up. The child minder is considering the importance and benefits of providing children with natural materials and loose parts to inspire their curiosity, interests and skills development. She has recently received funding and purchased a loose parts table and storage for indoors. This includes items such as pinecones, shells and pieces of cut off artificial grass that children enjoyed using with the plastic animals. We saw pictures of children enjoying playing outside with the wooden pieces, using them for making obstacle courses and during other elements of their play.

## Leadership and Management

Good

The child minder manages her setting well and ensures she has a good understanding of her role and responsibilities. All paperwork, including policies and procedures and children's records are complete and very well organised so information can be found quickly when needed. Her statement of purpose contains all required information for parents to decide if it is the right care for their child.

The child minder regularly and consistently reflects on her service and the care she offers. She completes an annual quality of care review which looks back on what has gone well and possible areas for improvement. Views of parents and the children are collected and considered as part of the self-evaluation process. For example, a parent commented that they would like a picture of the food the child minder provided so they could see the size of the portions. The child minder is now doing this for the parent.

The child minder makes sure all her core training, including food hygiene, first aid and safeguarding, are up to date. She and all household members over the age of 16 have an up to date Disclosure and Barring Service check (DBS).

The child minder has a positive relationship with parents which helps to ensure they are kept fully informed. She uses secure social media to share information and photos with parents throughout the day. Questionnaires we received back from parents included comments such as "*excellent childminder*" and "*she often uploads pictures of the activities they have been doing. My child is happy and looks forward to attending*". The child minder regularly meets up with other child minders to provide sociable experiences for the children and for her to have an opportunity to share good practice. Regular visits to local places of interest helps children to develop a sense of belonging within the community.

### 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)
	No NMS Recommendations were identified at this inspection

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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