



## Inspection Report

**Stacey Fenwick**

**Chepstow**



**Date Inspection Completed**

12/09/2023

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## About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Click or tap here to enter text.</a> 21 August 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.

<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>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children are happy, settled and make many choices about how to spend their time. They feel safe and confident in the setting as they have formed strong attachments with the child minder and have close friendships with each other. Children are active, curious and have lots of fun in their play. They gain many new skills and show increasing independence in their play, daily routines and their personal care.

The child minder understands her responsibilities about keeping children safe and healthy. She knows the children well and speaks with them in a warm and friendly manner. The child minder is a good role model and praises children's achievements with enthusiasm and positivity. The child minder provides a broad range of stimulating activities that engage and interest the children. The child minder provides a responsive approach to activity planning and supports children to direct their own play and learning well. However, the child minder is not recording up to date information about children's development and progress to prepare for their next steps in learning.

The child minder provides child-friendly play spaces both inside and outside that are safe and welcoming. Most safety records are in place but several need updating or expanding. The toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills.

The child minder manages her setting appropriately but improvements to some records are needed. There are inclusive systems in place to monitor the setting and the child minder acts on feedback from children successfully. She is committed to improving the setting and took steps to address some issues highlighted at inspection. The child minder has excellent relationships with parents who speak very highly of the service she provides.

Children have time and support to make choices and decisions about many aspects of their care and play. They select activities or games they want to join in, food they want to eat and youngest children choose the spoon they want to use at mealtimes. Children are consulted and readily contribute to the child minder's annual review. Older children, complete questionnaires and younger children are very comfortable to openly talk about their likes, dislikes and feelings. Children are learning and using their Welsh language skills routinely throughout the day. For example, a child asked to get down from the table in Welsh.

Children settle well and feel valued and listened to. The youngest children use gestures, different sounds and attempt new words to communicate their needs, which the child minder responds to promptly. All the children have close bonds with the child minder and feel safe in her care. For example, they cope well with transitions in routine throughout the day and are comfortable with visitors to the setting.

Children interact well. They are learning to share resources with their friends and take turns. Gentle reminders encourage the children to use their manners and they develop good self-esteem. Children smile with immense pride and joy in response to frequent, positive praise to recognise their achievements and good listening.

Children have lots of fun and are motivated and interested in their play. The children are confident and those we spoke to told us they enjoy attending. They sustain interest and have lots of fun when playing with the large wooden water trough. We saw the children explore placing a toy at the top of the funnel and pour lots of water. They watched avidly as the toy started to run down the different levels, smiling broadly and jumping excitedly.

Most children show increasing independence and make good progress in their learning and development. The children join in lots of conversations with the child minder throughout the day and demonstrate lots of advanced language for their age. For example, they talk in depth about their mosquito bites and use language, such as 'wheelbarrow' in their play. Children are creative, imaginative and gain a good range of skills. They eagerly talk about their experiments. For example, how they used leaves and colourings to make potions for 'Rapunzel's flower', exploring what happened when they added fresh water. Children show good independence in their personal care. We observed children get the step to access the toilet and wash their hands and put left over food in the food waste bin.

## Care and Development

Good

The child minder has good systems in place to safeguard and protect the children and promote their health. She has sound knowledge of child protection issues and is clear of her responsibilities to report any child welfare concerns. Necessary health and safety policies and procedures are in place, which the child minder understands and implements appropriately. She reinforces safety measures regularly throughout the day to help reinforce children's understanding. We heard the child minder clearly explain why they can't have toys with small pieces out when the younger children are awake. She asks, "*Where does (child) put them?*" and clarifies how they can all keep each other safe. On the school run, the child minder ensures children always walk on the inside and they follow road safety guidelines every time they cross a road. Good support and effective questions, heighten children's road safety awareness further. As a result, children confidently identified dangers around them and stated if a car was coming and if it was safe to cross the road. The child minder implements good hygiene practices by encouraging frequent hand washing and individual flannels given for children to dry their hands, which are changed daily. The child minder completes accident forms appropriately and shares these with parents on collection.

The child minder is consistent and fair and manages interactions positively in line with her behaviour management policy. She sets realistic boundaries, gives clear explanations and follows consistent routines to provide stability and security. The child minder celebrates children's achievements frequently. She is enthusiastic in her praise when children are helpful, use good manners, listen well or when they learn a new skill or finish their pictures.

The child minder knows the children well and meets their needs effectively. Photographs show a broad range of fun, stimulating activities that interest and engage the children in purposeful play and learning experiences. For example, making biscuits and fruit salad, drawing and playing with playdough, dancing and celebrating St David's Day. In the holidays they enjoy topics such as magic week and pirate themed activities. The child minder has a responsive approach to planning activities and experiences for children as she affords them the opportunity to follow their own interests. She introduces new language and uses questioning effectively to promote their speech and language and all-round development.

## Environment

**Adequate**

The premises is secure and necessary safety records, certificates and policies are in place. There is a high gate and new fencing in place to keep children safe when playing outside. The child minder supervises the arrival and collection of children closely and recognises the need to tighten procedures if someone different collects a child. The child minder occasionally practices the fire drill and notes these in her diary. The child minder is not conducting regular fire drills and does not record the outcome to aid improvements in future practice. A few written risk assessments are in place but not all hazards are included or assessed. For example, we saw toy boxes stacked on top of each other, a storage unit with sliding concertina doors and different furniture and shelving in the playroom. The overarching risk assessment in place for outings does not identify all the hazards associated with each type of outing.

The child minder provides a suitable environment which is warm, welcoming and accessible for all children. The children play nicely in the dedicated playroom, relaxing on the sofa with books or playing with toys on the floor. They enjoy messy play at the dining table and the downstairs toilet allows children to access the facilities easily. Outdoor play is given high priority and the child minder has utilised a grant successfully to create stimulating play spaces outside that interest and engage the children. For example, the child minder provides a mud kitchen, new water play equipment, and an allotment area with space for children to dig and be active outdoors. The garden spans three sides of the house to give children shaded areas to play during sunny periods with a table and chairs under the gazebo for them to eat outdoors. This enables children to be outside for large parts of the day to follow their interests and enrich their love of outdoors.

The child minder has a broad range of resources and rotates them regularly to provide children with different play and learning experiences. However, she knows the children's interests well and ensures their favourite toys are always easy for them to access. The resources are in good condition and daily spot checks and weekly cleaning of toys the children have used a lot, ensures they are clean and well maintained. As extra security measures, the child minder purchased identity tags and wristbands for children to wear under their clothing on outings. The child minder helps the children learn to care for the toys and resources. For instance, asking them to tidy away toys they finished playing with before getting something else out, and providing clear explanations to help them understand.

## Leadership and Management

Adequate

The child minder is experienced in childcare and committed to providing a quality service for children and their families. She has the necessary records and documents in place but some records need updating and were not kept in a secure filing cabinet as outlined in the statement of purpose. Policies and procedures and the statement of purpose are informative, although some minor information regarding complaints, requires updating.

The child minder has clear and inclusive systems in place to review her practice and assess the quality of care annually. She examines each theme to identify strengths and where she can make improvements, such as keeping on top of all the paperwork. Parents share their views regularly through questionnaires and the child minder often chats with the children about their likes and dislikes. Following feedback from the older children, the child minder introduced some new resources. She also plans to compile an album of all the resources available for them to select from. The child minder is motivated to improve her service and took steps to address some of the issues highlighted at inspection. For instance, children's files now include current care arrangements and all parental permissions.

The child minder is well qualified having completed several childcare qualifications. She is keen to develop her knowledge and skills and attends suitable training, including Paediatric First Aid and safeguarding. During the inspection process, the child minder completed training on Prevent, recognising her knowledge and skills needed updating. Necessary security checks are in place for the child minder and relevant household members to confirm their suitability. The child minder uses her Welsh language skills during play and daily routines appropriately.

The child minder has strong partnerships with all parents who speak very highly of her and the care she provides for their children. For instance, *"You are amazing at what you do!"* *"Thank you for looking after her, we have never had to worry knowing she is safe and having lots of fun with you."* Parents we spoke to confirmed they are well informed about all aspects of the child minder's service. This enables them to make clear decisions about their children's care. For instance, parents receive a pack with policies and procedures and the statement of purpose. They also visit the setting several times to speak with the child minder and discuss their children's needs. Parents receive useful information about their children's day. The child minder routinely shares photographs and text messages throughout the day and daily diaries are in place for the youngest children. We observed good handovers with parents on collection and assessments of children's development are available for parents to view on request. Parents report their children are very happy in the child minder's care and frequently talk about her at home.



### 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)
Standard 24 - Safety	Increase practice of the fire and emergency escape plan and embed the new procedures for recorded fire drills.
Standard 24 - Safety	Extend the risk assessments to identify all the hazards and the risks these pose to children on the premises both inside and outside, each type of outing and when transporting children.
Standard 7 - Opportunities for play and learning	Introduce more formal activity planning and ensure assessments of children's progress and development are up to date to help plan the next steps in children's learning.
Standard 5 - Records	Ensure all records are easily accessible and records about individual children are kept secure and confidential.

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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