



## Inspection Report

**Doris Nevitt**

**Buckley**



**Date Inspection Completed**

20/02/2024

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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	19 March 2018
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>	<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 are happy and relaxed. They are settled and have developed positive relationships with their minded friends and both child minders operating at this setting. Children communicate their needs easily and know they will be listened to. They have a lot of say in what they do because they are encouraged to make choices and decisions for themselves, particularly when choosing where to go for days out. All children have good opportunities to develop their independence.

The child minder is responsive, attending to the children's needs promptly. She has a warm and nurturing manner and manages children's behaviour very well. She knows the children and their families extremely well, having cared for siblings previously and by having good close relationships with parents. The child minder has experience which ensures she can in partnership with parents, competently care for children with specific additional needs.

The child minder's home is a safe environment, which is suitably well maintained and very secure. There is sufficient space and age-appropriate resources for children to be able to play and learn successfully together. The child minder uses facilities in the local community and much further afield. This ensures children have opportunities to run around in natural environments, visit play parks, play centres, and places of interest, where they can engage with others and be outdoors. Children make good progress in their early years and are well prepared for school.

The child minder is experienced and knowledgeable, having successfully cared for children and supported their families, for the past forty years.

**Well-being****Good**

Children have opportunities to make choices and decisions for themselves. They play freely in the home, fetching toys for themselves and following their own interests. Nearly all children communicate well with the child minder, those with simple language skills are encouraged to repeat words to develop their speech. Children know the child minder will take the time to pay attention to them and listen to what they have to say.

Children are settled and happy. Younger children have plenty of attention during the day before those children who go to school return to the home. Children are familiar with the daily routines, such as taking children to school and collecting them later, going to local groups and meeting up with other minded children at local parks. They are relaxed with their child minder, with us being present, and other family members. Children's behaviour is good, and they are kind to each other for most of the time. A few of the very young children are still learning to share the toys and respond well to the child minder when she explains why they must take turns for example.

Children are making good progress in their learning and are developing well. They tell the child minder about what interests them, for example younger children enjoy playing with small world sets together and show the child minder what the play figures are doing. When asked they tell us how much they enjoy going to the local playgroup and toddler sessions. After school older children expressed an interest in finishing off their keyrings and Mother's Day cards. They told us they particularly enjoy craft activities, being outdoors, and their days out. They go to local play centres and parks where they do exercises on the 'keep fit' equipment and have days out at the Zoo, the beach and Liverpool Museum where they went on the ferry, and to several interesting National Trust properties. They told us about their planned session after school this week at a local play centre, where they would also have tea.

Children are developing their independence skills, enabling them to do some things for themselves. We saw them eating independently at snack and mealtimes. They put on and took off their outdoor clothes and shoes when they needed to. Older children held hands and walked independently ahead of the child minder when out and about, and when safe to do so.

## Care and Development

Good

The child minder has a very good understanding of how to keep children safe and healthy. She is well informed and has years of experience as a child minder. She regularly reviews and updates her policies and procedures, which are in place to promote children's health and wellbeing. Safeguarding training is up to date, following changes in the National Minimum Standards (NMS) and ensures she is familiar with, and understands the procedures to follow, should she have any concerns about a child. The child minder has a current First Aid training certificate, which should enable her to deal with accidents and incidents confidently. There are suitable systems in place at the setting to respond to and record accidents, incidents, and to safely administer prescribed medication. Regular fire drills take place, and evaluations detailed how a few children are sensitive to the noise of the alarm but are slowly becoming accustomed to it. We saw children sleeping safely outdoors in buggies, they were being monitored closely through an open window. At snack and mealtimes children were given sufficient healthy food in addition to items they had in their own lunchboxes. Children ate at the table and were supervised. The child minder ensures children spend time outdoors during their day with her. When being pushed in the double buggy from the minibus to school in the rain, and when sleeping outdoors, younger children were dressed in warm outdoor clothes, with comfortable blankets around them and protected by rain hoods.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She cares for siblings, who often attend from a very young age and stay with the child minder until they reach school age. All children are very settled. The child minder understands the children's individual and specific needs very well and has experience of caring for children with additional needs. She promotes good behaviour and attitudes ensuring the children are well mannered and respectful towards others. We saw the child minder handling a situation very well. She gently removed a toy from two children whilst talking to them and explaining why, as one had insisted on taking it from another child. The child minder comforted the child and handed them their bunny to provide reassurance after they had been spoken to, and returned the toy to the other who was waiting patiently.

The child minder provides play and learning opportunities which promote children's interest and learning through play. Some activities are adult led, for example children frequently have focus activities to promote and celebrate special events. Activities usually involve taking part in meaningful art and craft activities such as card and decoration making, and colouring and painting activities. The child minder tracks children's progress using photographs and sends copies home often on a weekly or termly basis. The child minder also speaks to parents about any significant progress when they collect their children. Daily diaries contained details of a child's day and how their basic needs were met. Photographs sent to parents captured significant events during the day when they were eating, or happily playing. The child minder told us she is always happy for parents to contact her during the evening if they do not have time to chat when they collect their child. She encourages children to be independent by supporting them to make choices for themselves by storing

resources where children can easily find and reach them for example. She provides opportunities for children to practise skills such as dressing and toileting by using dolls for example. She shows them how to change their nappies, place them on a potty and how to dress them. Children then relate these experiences to real life events. Giving children opportunities to develop such skills helps promote their self-esteem and self-confidence.

## Environment

Good

The child minder makes sure her premises are secure, safe, and clean. For example, the garden gate was locked when we arrived, and we could not enter the garden. Records are kept of children's attendance in the child minder's diary, these evidenced the child minder does not care for more than the eight children each day. The child minder has completed risk assessments for the premises and outings, identifying the potential hazards to children and the measures in place to manage these risks. We accompanied the child minder in her minibus to collect older children from school. Younger children were secure in their car seats and then in a double buggy when walking to the school premises. Children listened to instructions when crossing the road and were sensible when walking on the pavements to the minibus. The child minder has her heating appliances serviced annually, checks her smoke alarms and regularly carries out fire drills and evacuation procedures to ensure children are familiar with the procedures in place.

The child minder provides a homely and welcoming environment for children. Play areas indoors are warm, well ventilated, clean, and suitably spacious for the number of children attending at any one time. Younger children are cared for in the lounge during the day, whilst more use is made of the kitchen diner for activities for older children after school. The child minder has attended the 'Enabling Environments' training to learn from others how she can make simple changes to her environment to improve outcomes for children. Various age-appropriate toys and resources are available to the children and are stored in a room downstairs, children tend to fetch toys and take them into the lounge to play. The outdoor space is secure, with a lockable gate and high fence in place. There is a playhouse for children to use and for storage purposes over the winter months. The outdoor area is paved and is therefore suitable for use in all weathers. The child minder tends to take children out to local play parks, woodlands, country parks, play centres and places of interest after school, and during the school holidays, to provide plenty of space for the children to run around and play in different environments. She also takes older children who can swim, to the local swimming pool during school holidays.

The child minder ensures the equipment used suits the children's age range. For example, there are good quality buggies and car seats in use, and a well-maintained minibus to safely transport children. The child minder ensures toys and equipment are clean and in good repair, when breakages happen, toys are replaced.



## Leadership and Management

Good

The child minder has many years' experience in managing her setting, one parent described the setting as "*running like clockwork*". The child minder keeps up to date with any changes in regulation and the National Minimum Standards. She child minds with a family member who is also a registered child minder, however, she child minds outside of school hours as she is a qualified and practising teacher locally. Subsequently, the process of annual self-evaluation of the setting and the introduction of the new curriculum in Wales at the setting are overseen by this child minder, as this is where their strength lies. The Statement of Purpose and policies and procedures are made available to parents. They support parents in making an informed choice as to whether the setting suits their child's needs, however families tend to already know the child minder well as she has cared for siblings or have been recommended by family or friends already using the setting. The maintaining of records is well organised and supports the smooth running of the setting. Children's registration forms and contracts had been completed satisfactorily and clearly detail any medical or additional learning needs, when applicable. Attendance records evidence the child minder keeps within her registered numbers.

The child minder is aware of the need to monitor and review her setting annually and she does this well and in partnership with another registered child minder. The child minders are reflective of the day to day running of their setting and make improvements as they come to their attention. They evaluate what works well and what may need to be changed, together. They listen to the views of parents and to the children to ensure everyone is happy.

The child minder has updated all mandatory training in safeguarding and First Aid and attends any relevant childcare courses of interest to her as places become available. Recent additional training attended includes a session on Autism Awareness. She demonstrates a commitment to professional development in relation to her role as a childcare practitioner, and subsequently to improve her knowledge, skills and understanding. This ensures the service she provides is of good quality. A current and satisfactory Disclosure and Barring Service (DBS) certificate is in place for the child minder, another registered child minder working at the premises, and household members over 16 years of age. All have signed up to the update service.

The child minder understands the importance of working in partnership with parents. She works closely with professional organisations concerned with supporting the childcare sector. This ensures the children in her care receive the correct support to meet their individual needs. Communications with parents are in the main through informal chats at the end of each day, text messages, e-mails and by using social media applications to forward photographs for example. The child minder also works closely with other child minders who have formed a local network and seeks support from the Professional Association of Childcare and Early Years (PACEY) when needed.

### 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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