



Inspection Report

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Abergavenny



Date Inspection Completed

07/03/2024

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About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 5 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 13 June 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> | Good |
| <u>Care and Development</u> | Good |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Adequate |

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

Summary

Children enjoy their time at the setting and are very settled and happy to attend. They have a strong voice and are confident to explore, express their feelings and ask for help. Children have worthwhile opportunities to develop their independence.

The child minder is experienced and dedicated. She understands her responsibility for keeping children safe and has procedures in place. The child minder has recently reviewed some policies and procedures that underpin her practice. She provides warm, responsive care and manages interactions positively in an engaging way. The child minder plans a purposeful variety of play and learning opportunities to meet children's developmental needs.

The child minder maintains her home well, with safety aspects fully considered, providing a safe and welcoming environment. She makes effective use of available space, with good access to the toilet, nappy changing and eating facilities. The child minder does not currently use the rear garden in her home.

The child minder is generally well organised and provides a valuable service for both children and parents and implements her statement of purpose well. The child minder carries out a basic review of her setting on an annual basis and is committed to making improvements to her service. She has developed particularly good relationships with parents and communicates successfully regarding their children's needs.

Well-being**Good**

Children have a voice. They know the child minder will listen to their needs and wants and show an interest in their play. Children have many opportunities to make decisions about how they spend their time at the setting. They decide what they want to play with and choose from the range of toys accessible to them. For example, we saw children choose to play with toy cars whilst others played with dolls. Children chose what they wanted to eat from a selection of options.

Children are very happy, settled, confident and enjoy attending the setting. They feel secure and form warm and affectionate relationships with the child minder. They readily approach the child minder. Children know the daily routines well, which helps them feel settled and at ease in their surroundings.

Children are building strong friendships. They wait as other children arrive and greet them warmly. Children interact well and are learning successfully that they need to listen and engage with the expectations of the child minder to keep themselves safe. This includes eating and drinking in the kitchen and looking after the toys by tidying them away when they finish using them. Children play well alongside each other in line with their age and stage of development. They are learning to share space and resources with gentle reminders from the child minder.

Children are motivated and thoroughly enjoy their play and learning. They engage in activities that interest them for an appropriate length of time and are curious learners. Children thrive and make timely progress in their learning and development. Children have great fun while learning and make big strides in their speech and language, for example repeating unfamiliar words with the child minder as they talk to each other.

Children are developing good levels of independence by eating, accessing resources, and following simple directions, such as to tidy toys away and wash their hands at appropriate times. They learn self-help skills and have many opportunities to carry out tasks independently. For example, children readily help to tidy up before mealtimes and know where to put toys and resources. This develops children's confidence as well as giving them a sense of pride. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development

Good

The child minder is very experienced and ensures children's health and well-being is promoted well. There is a child protection and safeguarding policy in place and the child minder has up to date training in safeguarding. However, the policy does need reviewing to ensure it contains the most recent information and to refer to the revised Wales Safeguarding Procedures. Discussions with the child minder evidenced that she is aware of the procedure to follow if she has any concerns for children's welfare. The child minder has a food hygiene certificate and provides a healthy balanced diet for the children. The child minder has a robust procedure in place to ensure children with food allergies and intolerances are safeguarded. There are individual plans in place and medication is stored safely. The child minder completes accident, incident, and medication records well. She practices fire drills regularly but does not always record these.

The child minder manages children's behaviour well. She has a behaviour management policy in place, which identifies positive methods to manage children's interactions. The child minder is respectful of children's needs and provides children with clear boundaries. She adopts a calm and positive approach to managing children's behaviour and is enthusiastic and kind in her interactions. She is consistent in her approach and shows regard for individual children and their age and stage of development. She is fair and firm when addressing minor disagreements between children.

The child minder is responsive to children's needs. She has fostered good relationships with children and parents and knows the needs and preferences of the children in her care very well. The child minder joins in children's play and successfully extends their learning. For example, by introducing new vocabulary and practicing numbers and colours. The child minder provides a good range of play and learning experiences for children, including visits to many places and groups in the community. The child minder does not provide the Active Offer of the Welsh language.

Environment**Adequate**

The child minder ensures that the premises are safe and secure. She ensures external doors are secure, however not all visitors are recorded. She is confident in how to keep children safe including at home and on visits off-site. The child minder has basic written risk assessments in place showing how she manages risks in the environment and safety equipment is in place where required. She spoke confidently about minimising risks and performs daily visual checks of the environment. The child minder ensures that the premises are maintained to a high standard and that the heating system is serviced annually.

The child minder ensures that internal space is child friendly and utilises it well to provide a good range of activities for children. She uses the downstairs rooms, with one room set up as a playroom which affords children a good degree of independence. The child minder has comfortable seating in the lounge for children to relax and suitable eating facilities in the kitchen. The child minder effectively supervises children to use the downstairs toilet and she provides appropriate nappy changing facilities. The child minder has a large rear garden that was not being used at the time of the inspection.

The child minder has a variety of appropriate resources and equipment for a range of ages. For example, dolls, construction sets, arts and craft and small world play. She stores resources and play equipment at a low-level making them easily accessible for children in line with their age and stage of development. There is sufficient space for children to move around freely and lead their own play. The child minder has some multi-cultural resources such as dolls and small world toys, which reflect our diverse society. She has a considerable number of books. The environment supports children to develop their independence and enables them to learn through play successfully.

Leadership and Management

Adequate

The child minder is experienced in her role and is committed to providing a good service for parents and children. She runs her service appropriately and in line with the regulations and national minimum standards. She has a statement of purpose that outlines what the setting provides, allowing parents to make an informed choice about its suitability for their child. She has developed basic policies and procedures, many of which have been recently updated to reflect current practice, however some are still in need of revising. She maintains daily records such as attendance registers well. The child minder has up to date car documents for the transportation of children and certificates such as public liability insurance. The child minder is aware of confidentiality and data protection laws and is in the process of registering her setting with the Information Commissioner's Office.

The child minder completes an annual review of the quality of care she offers when required and actively seeks ways of improving the service. She asks for the views of children and parents, using their feedback to ensure she meets the needs of the children. She produces a brief report of her annual review, which includes her vision and an action plan of what improvements are required in the future. The child minder submits her Self-Assessment of Service Statement regularly when requested by Care Inspectorate Wales (CIW).

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. She is in the process of updating hers and household members DBS.

The child minder promotes positive partnerships with parents. She makes every effort to maintain good relationships with them keeping them up to date regularly through verbal and private messages. Before children start at the setting, the child minder asks parents specifically about their child's preferences, needs and abilities, and for any other information they need to share to ensure the best possible care for each child. She records this information and keeps it updated, as necessary. The child minder keeps CIW updated appropriately regarding changes to their service and any significant events.

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

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) |
| <ul style="list-style-type: none"> - Update safeguarding policy to include new app - Record childrens development - Record daily checks and risk assessments - Chase DBS for husband - Record all accidents appropriately - Become familiar with the new welsh curriculum |

| 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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