



Inspection Report

Judith Doncaster

Haverfordwest



Date Inspection Completed

03/10/2022

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	13 June 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.

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

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

Summary

Children of all ages are very happy and relaxed in the care of this child minder. They form good relationships with the child minder and with other children. They have good opportunities to make choices and do fun and interesting activities. They are confident that they will be listened to and that they are valued.

The child minder is very kind and caring and she supports children well to develop their individual skills. The child minder encourages children to have a healthy lifestyle and she uses very positive behaviour strategies, boosting children's self-esteem.

The child minder provides a good environment for children's play, indoors and outdoors. The layout of the environment supports children to be independent and allows them to explore freely and develop their play. There is a wide range of good quality resources for differing stages of development and preferences.

The child minder manages the service appropriately. She made some changes following our visit to ensure that attendance records and policies are in line with regulations and national minimum standards. Parents are extremely happy with the child minder's care and the service provided.

Children are very happy and relaxed at this service. Children of different ages chat to the child minder happily, sharing their news and asking questions. Older children tell us that they enjoy coming to the child minder and they could talk to her if they were not happy about something. Parents tell us that their children are excited and happy to be in the child minder's care.

Children have good opportunities to make choices and decisions about what affects them. They choose the activities they want to play and whether they want to play indoors or outdoors. Their changing needs and preferences are noted and met well. They are also able to choose whether they want help or not. Children contribute to the annual review of the service, and they are confident that their ideas are listened to and acted upon. For example, a child had suggested getting a book with local walks in it and the child minder had purchased it and they had completed some of the suggested walks together.

Children interact with each other, and with adults, very well. They play nicely together, say 'please' and 'thank you', and listen well to the child minder. They show kindness to others. For example, when the child minder said that a child needed a bit of help to fill an ice-cream cone with sand, another child immediately helped. When a child arrived during our visit, they received a really warm welcome with one child saying, "*I've missed you*" and giving them a hug.

Children take part in activities which result in a good feeling of achievement and high self-esteem. For example, a young child chose to do a jigsaw upside down and another copied them. They were very proud of their achievements, saying excitedly to the child minder, "*I did it!*" Children reminisced fondly about fun activities they had completed with the child minder when looking at photos.

Children enjoy a good range of interesting play opportunities, indoors and outdoors, and can choose to relax and have quiet times. Children of all ages complete activities that are suitable for their age, stage of development and preferences. For example, younger children take part in role play and sensory activities and older children complete more technical construction and craft activities. Children are encouraged to do things for themselves such as taking off their shoes and storing them, retrieving resources and tidying up. A young child used a step so they could reach to put a ball into the top of a pipe arrangement. They did this independently and repeatedly, enjoying watching the ball roll down through the pipes.

Overall, the child minder follows good procedures in relation to keeping children safe. The child minder actively promotes a healthy lifestyle. She walks to and from school with the children daily and encourages very regular outdoor play and physical activities. She provides healthy snacks and encourages them to drink water. The child minder keeps the children safe by giving them safety reminders when necessary and supervising them well. She completes regular training in safeguarding, paediatric first aid and food hygiene. The child minder has a clear understanding of her responsibilities in relation to child protection and she updated her safeguarding policy following our visit, so that it now contains all relevant information. During our visit, she reminded children to wash their hands a number of times. However, she did not remind the children to do so before they had a snack after school, and she did not wipe the table down, before the morning snack. The child minder wore gloves to change nappies but did not wear an apron, as is recommended by Public Health Wales guidance. The child minder updated her policy following our visit to confirm that she now wears an apron.

The child minder's interactions with children are very positive demonstrating warmth and kindness. She is a good role model, always speaking calmly with children. She implements a very positive behaviour policy which is child-centred and takes into account children's individual needs. She praises children regularly and she gives them reminders to share and to be kind to other. The child minder creates a fun atmosphere. For example, she said to a child with paint on their hands, "*Do you think we can make it to the bathroom without touching anything?*" and there was lots of laughter as they tried.

The child minder knows the children very well and is sensitive to the needs and experiences of individual children. She cuddled a child who had just woken, allowing them to wake up in their own time and she talked through older children's experiences during the school day. Every child has a good amount of individual attention, and she links their learning activities to their personal experiences. She completes basic observations on their development in daily diaries but she does not keep her own records of development and planning for the children's next steps.

The child minder is committed to providing a broad range of play and learning activities. We saw children completing a wide range of interesting activities, during the visit and in photographs. These included activities at the child minder's home and in the local area. She asks open-ended questions and makes suggestions to support children to develop their skills. For example, she asked a child who was playing in a car, "*Where will you get the petrol?*" and she asked a child who wanted to make handprints, "*How will you get the paint on?*" The child minder uses a little Welsh with the children. For example, she says "*da iawn*" and tells us that she also sings Welsh songs with the children when she takes them to toddler groups.

Environment

Good

The child minder ensures that the environment is safe, secure and well-maintained, indoors and outdoors. She has safety measures in place such as keeping the door locked, ensuring that harmful items are kept out of children's reach and using a gate to prevent access to the stairs. The child minder keeps appropriate written risk assessments, and she updated her fire risk assessment following our visit, to bring it in line with Welsh Government guidance. When we asked to see the records of fire drills, during our visit, they were difficult to find in the child minder's diary with lots of other information and hence difficult for the child minder to monitor to make sure that all children were having regular opportunities to practise evacuation. At the time of the visit, the child minder was testing smoke alarms on a monthly basis.

The child minder provides a good indoor and outdoor play space which allows the children to move freely. She organises the space well to provide good play and learning opportunities to a range of ages. She ensures that the environment meets the children's needs. The child minder provides: a carpeted lounge, with comfortable sofas for the children to relax upon and ample space for play; another room which is well-resourced for older children to complete activities in their own quiet space and a kitchen area where children can eat and do table-top activities. The bathroom is accessible on the same floor and children can confidently access it independently. Toys are visible and accessible for children to make independent choices. Older children's resources are boxed and labelled, and they can select them independently from drawers and shelves. There is a good range of good quality resources, suitable for a range of ages and interests.

The child minder ensures that the outdoor space is used on a very regular basis. She has made further improvements to the outdoor play space by creating a sheltered area which can be used in all weather. The outdoor area provides resources that stimulate children's imagination, including log sections, which are used as seats and stepping stones, loose parts such as stones and shells, role play resources and sand play. The child minder also changes resources in a play tray, which stimulates children's interest. During our visit, it was filled with leaves, sticks and bark and children had been creating woodland creatures to live there.

The premises are welcoming, warm, and accessible to all. The child minder has displays of numbers, bilingual vocabulary, children's rights and also a display where children can identify how they are feeling. She ensures that children of all ages have suitable furniture and ensures that there is a quiet space for children to sleep.

Leadership and Management

Adequate

The child minder provides parents with relevant information about the service. She has an up-to-date statement of purpose which is an accurate reflection of the service she provides. The child minder made some minor updates to this, following our visit, and it is now fully compliant with regulations and national minimum standards. We checked a sample of policies and some of these did not contain all the relevant information. The child minder updated these following our visit and these are now suitable.

The child minder reviews the quality of care she provides on an annual basis. She ensures that she seeks parents' and children's views as part of this review. She identifies basic plans for improvement. The child minder has made a number of improvements in recent years, including purchasing new resources based on children's preferences and further developing the outdoor play area.

The child minder ensures that she keeps most of the required records. She has established an effective system for ensuring that Disclosure and Barring Service (DBS) checks, insurance, safety checks and standard training are updated regularly, and she keeps suitable records in relation to medication, accidents and children's details. However, at the time of our visit, records of attendance were not compliant with regulations. The child minder updated these following our visit and is now compliant.

The child minder establishes good partnerships. She has good links with the local playgroup and school, and she regularly takes children on visits in the community and the local area. The child minder engages well with CIW, notifying us of significant events, as required. She agrees contracts with parents and maintains daily communication with them, verbally and through daily diaries for younger children. Parents are extremely happy with the service provided.

Recommendations to meet with the National Minimum Standards

R1 Ensure that children always wash their hands and surfaces are always cleaned before eating.

R2 Develop the system for observing children's progress and planning for their next steps.

R3 Ensure that smoke alarm tests and fire drills are completed and recorded in line with the Welsh Government guidance 'Fire Safety: guidance for childminding premises'.

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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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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