



## Inspection Report

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**Mold**



**Date Inspection Completed**

04/05/2022

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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	<a href="#">Manual Insert</a> 5 March 2018
Is this a Flying Start service?	<a href="#">Manual Insert</a>  No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

## **Summary**

Children freely and confidently express themselves. They feel happy, settled and relaxed in the care of the child minder as they form a positive relationship with her. Children interact well and learn to be polite and respectful. They enjoy their play and learn to become confident and independent.

The child minder keeps children safe and promotes a healthy lifestyle. She is dedicated to ensuring children are safe and cared for well. The child minder meets children's individual needs, and she provides resources and activities children enjoy.

The child minder provides a safe and secure environment which gives children play opportunities indoors and outside. The environment is well maintained and equipped with appropriate resources and facilities for the children so they can play and learn effectively.

The child minder manages her setting well and implements effective policies and procedures. She is proactive in completing training to assist her in providing supportive and suitable care. She has a positive relationship with parents and uses the local environment effectively.

## Well-being

Children have a voice and express themselves well as the child minder listens carefully and responds appropriately. For example, when asking for items they wanted when playing with the play dough. Children freely make choices about where and what they want to play. They happily move around the indoor and outdoor environment. For example, a child was coming in and out the back door as they were enjoying the sound their wet shoes were making on the wooden floor.

Children have an obvious good relationship with the child minder and other children attending, which helps them feel happy and settled. For example, children sometimes just went to the child minder for a cuddle or reassurance. Children made comments including “I love everything we do every day” and “it feels like a second home to me” on questionnaires they completed as part of the child minders self-evaluation of her service. Children are relaxed in the familiar surroundings. They gain a sense of belonging and contentment in an environment where they feel confident to explore their surroundings.

Children are well mannered and polite, saying please and thank you at appropriate times without reminders from the child minder. They play together well and understand the needs and feelings of others. For example, when a child was having difficulty getting on a ride on toy another child was concerned and wanted to help. Children interact well together and are respectful, using the space and resources cooperatively and appropriately. For example, when sharing a spoon they both wanted to use in the play dough.

Children can focus on an activity for an appropriate length of time for their age and stage of development. They show enjoyment in the activities they have chosen, singing, and smiling as they play. Children happily share what they are doing with us and were proud to show us around the outdoor area, clearly a space where they enjoy playing.

Children are very confident and independent for their age and stage of development. They happily try things for themselves as they know they can ask for help and support if needed. Children freely access items they want to play with and know where items are stored. For example, when going in the storage drawers to get items for the dolls.

## Care and Development

The child minder keeps children safe and knows the correct procedure to follow should she have any concerns about a child. Records show she regularly conducts fire drills, so she and the children are aware of the procedure to follow in the event of an emergency.

Children's attendance and their daily routines are recorded so they can be referred to in the future if needed. The child minder has up to date first aid training so minor accidents can be dealt with appropriately and records show these are recorded appropriately and shared with parents.

The child minder knows the importance of promoting a healthy lifestyle. She provides nutritious meals and snacks. For example, fruits, vegetables and pizzas the children made themselves. Being active and getting fresh air is a daily occurrence and the child minder ensures she provides regular opportunities for children to play outdoors, whatever the weather. For example, on the day we visited it was raining but children were allowed to access the playhouse outside if they wished.

The child minder is caring and has a lovely manner with the children. She shows commitment and dedication to ensuring she provides appropriate care. The child minder is a good role model, communicating with the children in a supportive and well-mannered way. She interacts with the children well, getting involved with their play when invited to so or when it is appropriate. For example, a child wanted to make a tower and requested the child minder help them, which she did.

The child minder gets to know the children and their individual needs and personalities well. This allows her to provide suitable resources to support their play and learning experiences and allow children to follow their interests. The child minder successfully assists children's play and allows them to follow their imagination. For example, a child had seen a drill outside and showed an interest in what it was and how it worked. The child minder allowed the child to have a go with it. The child minder completes some records of children's individual development. These include some targets for the children and strategies she may use to help them meet these.

## Environment

The child minder provides a safe and secure environment for children. She completes regular checks and risk assessments to ensure any hazards are managed well. For example, regular checks of the fire alarm and boiler and a safety gate is used to prevent children from accessing the kitchen unsupervised. The garden is surrounded by secure fencing and the front door is locked to prevent unauthorised access. Extra assessments and procedures in response to the COVID 19 pandemic are in place and completed effectively. These include extra cleaning and hand washing.

The environment is well maintained and provides a warm and welcoming atmosphere where children feel relaxed and comfortable. The spaces available are suitable for the children and there are appropriate areas for completing daily routines such as sleeping and eating. Areas for craft and floor play are used appropriately by the children. For example, children enjoyed using the play dough at the table and building towers with blocks on the floor. The newly developed outdoor area is utilised well and provides an inviting and exciting space for children to play and learn. The playhouse is a great addition as it not only provides extra storage but gives children a space to play outside when the weather is not good. The wildlife area in the front garden and space to grow fruits and vegetables in the back garden, give children opportunities to learn about the world around them and where our food comes from.

The child minder ensures children have access to a range of resources suitable for their ages and stages of development. Items are stored appropriately so they are kept clean and well maintained. Resources are rotated regularly to support children in remaining engaged and focused. These are made available depending on the interests of the children. For example, ride on toys outside and electronic games for older children inside.

## Leadership and Management

The child minder manages her service well. She understands her roles and responsibilities to meet standards and regulations. The child minder implements her policies and procedures effectively and they reflect the current practice and care provided. The statement of purpose provides the information needed to meet regulations and allow parents to make an informed decision if it is the right care for them and their child.

The child minder understands the importance of regularly self-assessing her setting. She gathers the views of parents and children and uses these to plan and make positive changes. For example, the garden has been developed and improvements made. The child minder uses evidence from her self-evaluation to create an action plan of areas for improvement. This includes actions such as training the child minder intends to update and new guidance.

The child minder is proactive in ensuring she is up to date with training and new guidance. Her core training such as first aid and safeguarding are kept up to date as well as other relevant courses that help the child minder to deliver effective care. For example, the child minder has completed training on the new curriculum so she is aware of it and can implement certain aspects of it in her service.

The child minder has a good relationship with parents and keeps them informed about their Child's daily activities and development. Parents comments included "communication has always been good" and "the child minder goes above and beyond to keep us informed". The local environment is used effectively by the child minder to support the care and experiences the children have. She has recently restarted visiting local places of interest and parks after the COVID pandemic and plans to restart taking children to local playgroups. This gives children opportunities to be sociable and feel part of the community.



## **Recommendations to meet with the National Minimum Standards**

R1; To continue to review and improve the way child development is recorded.

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A

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