



Inspection Report

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Prestatyn



Date Inspection Completed

09/10/2024

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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	18 October 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

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

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

Summary

Children have choices and make decisions about their play and routines. They communicate confidently as they feel safe and secure in their surroundings. Children are learning to be polite and beginning to understand the needs and feelings of others. They enjoy their own self-initiated play as well as adult led activities. Children have a variety of experiences that support them to develop a range of skills, including independence.

The child minder is aware of her responsibility to keep children safe and implements effective policies and procedures. She provides appropriate opportunities for children to be active and get fresh air to help support them in leading a healthy lifestyle. The child minder has a caring manner and helps children feel settled and relaxed. She implements suitable behaviour management strategies and provides appropriate resources and activities that encourage children to play and learn.

The child minder has created a safe and secure environment. It is well maintained and a great space for children to play and learn. The environment has an inviting garden where children can learn about the world around them. The child minder has provided suitable resources that help inspire children to develop a range of skills.

The child minder manages her setting effectively. She completes regular self-evaluation which includes the views of parents using the setting. The child minder ensures her core training is up to date. She has a good relationship with parents and other local child minders.

Children have choices and decide where and what they want to play with. They communicate confidently knowing they will be listened and responded to well by the child minder. Children move around the environment accessing what they want to play with. They happily ask for things they want such as, asking for a banana when hungry and asking for the crayons out to draw. Younger children express themselves successfully through hand gestures, such as pointing and attempting to talk. The child minder responds effectively, ensuring all children have a voice.

Children are confident as they feel settled and secure in their surroundings and in the care of the child minder. They happily spoke to us and invited us into their play experiences, evidencing they felt secure. Children feel valued as their needs are known and catered for by the child minder. They know they can approach her for comfort and support when needed. For example, a child had lots of cuddles when they were upset as they had hurt themselves.

Children learn to be polite. They are beginning to understand the needs and feelings of others. For example, a child understood when it was another child's turn to choose a book to share with the child minder. Children happily follow simple instructions and routines such as, stopping their play when it is time for dinner or snack. Children are respectful towards each other and when using the resources, helping to put them away when asked to do so and using them appropriately.

Children are engaged in their play activities and focus for an appropriate length of time for their age and stage of development. They can follow their interests and choose from the range of activities. For example, children enjoyed drawing pictures and attempting to write their name. They enjoy their own self-initiated play as well as adult led activities such as crafts. Children have a variety of experiences that support them to develop a range of skills. We saw photographs of children using cereal to enhance their small world play, making roads and farms for the plastic animals.

Children learn and progress their skills as they have access to appropriate resources. Children practised their physical skills, manoeuvring the ride on cars themselves as they pretended to go on holiday. Children have opportunities to be independent that are suitable for their ages and stages of development. For example, they can freely access some resources and attempt to feed themselves.

The child minder is aware of her responsibility to keep children safe. She has implemented effective policies and procedures including practicing fire drills regularly. This ensures she and the children are aware of the procedure to follow in an emergency. The child minder understands safeguarding and the procedure to follow if she has concerns about a child. However, possible safeguarding concerns raised by children are not always recorded formally to ensure they can be referred to in the future if needed. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The child minder keeps appropriate records of children's attendance including the correct time of arrival and departure from her care.

The child minder provides children with appropriate opportunities to be active and get fresh air to help support them to lead a healthy lifestyle. She ensures they have regular access to the garden and plans trips and walks to local places of interest, including nearby parks. The child minder does not provide children with their main snacks or lunch but if she does give food to the children, she ensures they are healthy options, for example, fruits and water to drink. The child minder implements and encourages good hygiene procedures including appropriate nappy changing and hand washing.

The child minder has a caring manner with the children. She helps them to feel settled, relaxed and enjoy their time in her care. The child minder has an appropriate behaviour management policy in place and uses lots of praise to encourage positive behaviour. For example, we heard the child minder use lots of phrases including "well done" and good boy/girl" to show the children she respected what they were doing. The child minder is a good role model, using please and thank you with the children and encouraging them to do the same.

The child minder knows the children well, which helps her to support them to develop and learn. She provides appropriate resources and activities that encourage children to play. The child minder becomes involved in the children's play when it is appropriate to do so. This allows her to extend the children's learning experiences as she uses effective questioning to get the children to think about what they are doing and develop their skills. For example, during an art activity, the child minder revises colours with the children, encourages them to draw circles and squares and helps them to identify the shape they are drawing. The child minder has a process in place to help her track children's development. Each child has an individual book containing pictures of them taking part in a range of activities, these are annotated so the skills they are practising are identified.

Environment

Good

The child minder ensures children are safe in the environment. She keeps external doors locked and makes sure any persons visiting the setting are recorded. The child minder has appropriate risk assessments in place to ensure any hazards are eliminated or managed appropriately. Suitable checks are completed on the environment including gas and fire safety.

The environment is very spacious and provides children with a lot of rooms and areas to move around and play. The design and layout promotes children's curiosity well and allows them to play and learn successfully. All areas are clean, bright and well maintained and provide a real "home from home" feel. The toilet facilities are on the ground floor, so they are easily accessible and children who are able to can access them independently. The nappy changing area is suitable and gives children some dignity when being changed. There is direct access to a very large and inviting garden that provides space for children to be active and take part in a range of activities. Although we did not see the garden being used, due to the weather, the photographs we saw evidenced the area was utilised well, as children enjoyed exploring the space.

The child minder ensures children have access to suitable resources that encourage their play and learning. Items are stored at a suitable height, so they are accessible. They are age appropriate and support children to develop a range of skills. For example, books for children to look at and share, role play kitchen and ride on toys to promote imaginative play and physical development. The child minder provides suitable facilities and furniture including highchairs and low-level table and chairs so children can be independent and comfortable.

Leadership and Management

Good

The child minder has made positive improvements to ensure she manages her setting well. Policies and procedures are appropriate and have been reviewed to ensure they reflect current practice. The child minder has a statement of purpose that meets requirements and gives parents the information they need to decide if it is the right setting for their child. All paperwork is well organised making most information easy to find.

The child minder completes an annual quality of care as required. She gathers the views of parents/carers, so information and suggested improvements are considered. The child minder has listened to advice from previous inspections to ensure she is meeting requirements and making positive changes that benefit the children.

The child minder ensures her core training is up to date including first aid and safeguarding. She understands the new requirements in relation to training and has booked on appropriate courses. The child minder has ensured she and any household member over the age of 16 have up to date Disclosure and Barring Service Checks (DBS).

The child minder has a good relationship with parents. She keeps them updated about their child's experiences electronically with photographs and information. Parents responses to questionnaires sent out by the provider were very positive. Parents comments included "every day we have photos" and "I have every bit of information I need." They all said their children are happy and receive excellent care. The child minder has links with other child minders and regularly meets up with them. This allows information to be shared and gives the child minder and the children positive social experiences.

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.

Area(s) for Improvement

Regulation	Summary	Status
22	The child minder must ensure she keeps written records of any possible safeguarding issues raised	New

	or identified.	
25	The registered person must ensure she follows the Infection Prevention and Control Guidance (2019) for Childcare Settings (0-5 years) in Wales (Nurseries, Childminding and Playgroups) in relation to nappy changing and handwashing procedures.	Achieved

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
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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