



Inspection Report

Judith Crooker

Dinas Powys



Date Inspection Completed

01/05/2024

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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	14 May 2019
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>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are confident communicators and thoroughly enjoy their time at the child minder's home. They feel happy, safe and valued, and have a strong sense of belonging. Children play freely and interact and engage well in their play and learning. They have very good opportunities to develop their independence skills.

The child minder ensures safeguarding underpins her practice and effectively implements the setting's policies and procedures to promote children's health and well-being. She involves children in a variety of activities and supports them in all aspects of their play using opportunities to extend discussion and enhance their learning.

The child minder provides a warm, welcoming and child friendly environment that promotes children's all-round development. There are a good range of resources and equipment for the various ages and stages of children in the child minder's care. She ensures her home is safe for children through identifying and eliminating any unnecessary risks to children's health and safety.

The child minder runs her service efficiently and she is committed to providing high quality care to the children and their families. She clearly enjoys her role and is extremely motivated, sharing her sense of purpose and vision to enhance her service and promote positive outcomes for children. The child minder ensures positive partnership working and maintains good links within the community.

Well-being

Good

Children have a strong voice and feel comfortable to express themselves. They chat and interact constantly with the child minder and with each other. Children confidently decide where they want to play and who they want to play with. They have good opportunities to make their own choices and decisions about the things that affect them. For example, at lunch time they talked about what activities they would like to do once they had finished eating.

Children are happy and settled and they thoroughly enjoy their time at the child minder's. They engage positively with the child minder who responds promptly to their requests. Children know the child minder will consider their opinions and interests and show them respect. This means they have a strong sense of belonging and feel valued. Children know the routines well and feel prepared for their day. For example, children know when it is time to go to the school and immediately wash their hands on their return, as they know it is time for lunch.

Children interact extremely well with the child minder. They are confident approaching her when they need comfort or reassurance, or when they need support during an activity. For example, a child confidently asked the child minder for help when trying to peel the back off a sticker. Children are developing lovely friendships; helping each other during their play and inviting each other into their experiences. For example, one child asked another child, *"Do you want to help me find the treasure? Here is some for you, and here is some for me."* Children laugh and giggle together, they clearly enjoy each other's company.

Children thoroughly enjoy their play and learning and excitedly choose activities and experiences that interest them. For example, some children were deeply engaged in pirate play and their interest and interaction in the activity was sustained over a prolonged period of time. Children have freedom to safely explore their environment and they freely choose from the resources available to them.

Children have very good opportunities to develop their independence skills. They are very self-sufficient in the setting, for instance when washing their hands or using the toilet. They are confident putting on their shoes and coats and ask for support when they need it. Children help to tidy up and prepare for lunch. They excitedly share their achievements with each other, with the child minder and with us. This encourages their independence and self-esteem.

Care and Development

Excellent

The child minder implements an excellent range of policies and procedures in her setting, which promote children's health, safety and well-being. Her safeguarding training is up to date, and she has very efficient procedures in place which she is confident to follow should she have any concerns. The child minder promotes children's health extremely well. She holds current paediatric first aid and food hygiene certificates, and ensures effective hygiene procedures, following regular cleaning routines and nappy changing procedures. The child minder maintains comprehensive records relating to accidents, incidents and medication administration and informs parents and carers appropriately. She promotes safe working practices when walking children to and from school and within the local community.

The child minder acts as a positive role model to the children in her care and provides an extremely nurturing and caring atmosphere. She follows her behaviour management policy successfully and implements appropriate strategies to promote positive behaviour. For example, the child minder consistently praises and reassures the children. She models the language associated with good manners and when children independently use their manners, she instantly praises them, *"You're welcome! Well done, excellent manners!"* The child minder frequently praises the children for their achievements. For example, when a child successfully completes their craft after struggling with the glue and stickers, the child minder encourages the child, *"Excellent! Well done! That's it!"* She supports the children to share and take turns, enabling them to play co-operatively and alongside each other. When there are disagreements, the child minder interacts in a warm and genuine way with the children. She takes the time to explain instructions, meeting children at eye level and fully explaining her responses in a way they understand. For example, she told a child, *"Look at me, I understand, but when we are at the table, we must sit nicely so we don't fall and hurt ourselves."* This supports children's understanding, builds their confidence and nurtures their self-esteem.

The child minder ensures children have a range of opportunities to direct their own learning as well as providing adult led activities. She is aware of children's individual developmental needs and abilities and is attentive to children's curiosity and the themes that interest them. The child minder maintains purposeful observation and developmental records which she uses effectively to inform her next steps and plan successfully for children. This is a real strength of the child minder as she ensures children are fully engaged in the activities and experiences available to them which supports their learning and development. The child minder supports children in their free play and uses incidental opportunities to extend discussion and enhance children's learning opportunities. For example, when completing a jigsaw, the child minder discusses the names of the sea creatures in an age-appropriate way. This further enhances children's play and learning. The child minder frequently uses incidental Welsh with the children and promotes the Welsh language and culture.

Environment

Good

The child minder provides a safe, clean and well-maintained environment and dedicates specific areas of her home to child minding. She ensures her gas certificate is up to date and has efficient systems in place to review the relevant mandatory requirements annually. The child minder keeps a record of all visitors to the setting and ensures the premises are secure when children are present. She completes daily checks and has sufficient risk assessments in place to cover the various aspects of her child minding service. The child minder completes regular fire drills with the children to ensure they are confident evacuating the premises in an emergency. She supervises children extremely well and understands the difference between acceptable and unacceptable risks for the different age groups of children she cares for. The child minder encourages children to take age-appropriate risks, allowing them to learn in a safe and supervised environment.

The child minder's home is warm, welcoming and friendly. Children have ample space to move around freely, both indoors and outdoors. They have a dedicated space to play which the child minder organises well, and she ensures it reflects a natural and calming environment. She provides a variety of exciting resources for the children, in low level, accessible storage which the children can access independently. They have different areas where they can rest and play, and children are confident choosing to play in a different room if they prefer. The child minder encourages children to spend time outdoors daily. Her garden is well maintained and organised and provides different spaces for children to explore and extend their physical play, learning and development. Children are able to access a downstairs bathroom which is clean, well maintained and child friendly.

The child minder provides a range of resources which are in good condition and sufficient in quantity to allow children plenty of choice. She introduces resources which spark exploration and encourage children's imaginative play. For example, when children were fascinated with pirates and finding the treasure, the child minder provided small drawstring bags and real-life resources which enabled children to play for an increased period of time. The child minder confirmed children are able to move freely between the indoor and outdoor areas during the warmer months. Children are thoroughly excited to be outside in the rain and enjoy putting on their wellies and coats to go for a walk. They regularly visit other areas within the local environment and enjoy visiting the local park.

Leadership and Management

Good

The child minder is very organised and runs her setting well. She is registered with a professional association for childcare and early years and maintains her paperwork to a high standard. The child minder has a statement of purpose which provides parents and carers with accurate and thorough information. This enables them to make a fully informed decision about the care of their child. The child minder has a range of purposeful policies in place which she implements successfully in her setting. However some of these need to be reviewed and updated to include recent legislation. The child minder is suitably qualified and has a clear vision for the future running of her setting. She has the appropriate certificates in place in relation to her car, public liability insurance and the Information Commissioner's Office (ICO).

The child minder regularly seeks feedback from parents, carers and children and uses their comments to effectively monitor the quality of service and inform her review. She completes a good annual quality of care report in which she considers areas of success as well as areas to develop and enhance her provision further.

The child minder works effectively to keep Care Inspectorate Wales (CIW) up to date with any changes at the setting. She ensures all household members have the relevant Disclosure and Barring Service (DBS) checks and are on the update service. The child minder has a positive culture of continuous professional development. She ensures all her mandatory training is up to date and ensures these are booked in advance. She recognises when there is a need and seeks further support to enable her to provide high quality care for the children in her setting. For example, she has undertaken additional training on makaton and autism awareness to promote positive outcomes for children.

The child minder recognises the importance of working in partnership with parents and carers and outside agencies. She keeps parents up to date regularly through verbal communication and private messaging. Parents and carers are delighted with the service they receive. For example, their comments include, "*She is incredible, so kind and caring and just brilliant with our child!*" and "*She always welcomes our children as if they are part of the family!*" Comments from children also reflect the strong relationships between them. For instance, "*I miss Judy when I go home!*" The child minder frequently visits the local parks and amenities to ensure children have a variety of opportunities and experiences to enhance their learning and development.

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
15 (1) (c)	SOP not fully in line with regulation	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)
Standard 6 - Working in partnership with parents	Review and update the relevant policies to reflect recent changes in legislation.

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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