



## Inspection Report

**Elizabeth Rabbitt**

**Newport**



### **Date Inspection Completed**

12/06/2024

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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	May 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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with her and other children attending. Children can make choices and decisions about their care and play. They have good opportunities to become independent and develop their individual skills through a range of learning experiences and play.

The child minder is responsive and attentive to children. She is warm and nurturing and is a good role model. The child minder knows the children very well and meets their individual needs and wishes successfully.

The child minder's home is welcoming and supports children's play and learning. A satisfactory assortment of indoor and outdoor toys and resources help to engage the children's interests. All required policies, procedures and record keeping are in place to ensure the smooth running of the setting. However, some record keeping such as staff supervisions needs further consideration.

The child minder manages her setting well, in line with the National Minimum Standards and regulations. She works with an assistant. Parents are complimentary of the child minder and the service she provides.

**Well-being****Good**

Children are happy and relaxed in the child minder's care. They have good opportunities to make choices and decisions, as they move freely around the setting choosing from the resources available to them. Children are happy to express themselves, as they know their ideas and opinions are listened too. We heard children excitedly talking whilst playing in the sand tray in the garden, mixing sand and making shapes. They involve the childminder and assistant in their conversation, demonstrating they are well settled.

Children have fun at the setting. They enjoy being in the company of adults and involve them in their play. For example, some of the children were playing in the garden absorbed in their chosen activities such as sand and riding on wheeled toys. The child minder's assistant arrived with a small group of children from a local walk, when children welcomed the group and excitedly invite the assistant to join into their play. Children are settled and familiar with the routines and play options in the child minder's home, giving them a sense of security and belonging.

Children have formed lovely friendships in line with their age and stage of development. They interact well with one another and play happily alongside each other. Children receive frequent praise for their efforts and achievements, which promotes their self-esteem and makes them feel valued. They share resources, take turns and understand the feelings of others. For example, we saw a child praise another for passing the items in the toy kitchen in the garden. They copy the good role modelling of adults by saying *"Thank you, I wanted to use the cup to fill with water to put in the sand tray"*.

Children enjoy playing with a variety of activities and resources. They are absorbed in their play and concentrate for an appropriate length of time. Older children told us they access the outdoor area daily. Inside, we observed children playing with construction toys, large bricks or looking through books. Children enjoy sitting with the assistant leaning in, to listen to stories being read or suggesting songs to sing.

Children have good independence skills which enables them to do things for themselves. For example, older children use the bathroom facilities and wash their hands independently and use appropriate cutlery at mealtimes. Children access resources with increased confidence or they ask the child minder for help if they cannot find something. Younger children enjoy quiet time taking a brief nap or listening to a story. They enjoy choosing toys and activities on offer and accept both adults help when needed. They smile laugh and enjoy their time at the setting.

**Care and Development****Adequate**

The child minder keeps children adequately safe and healthy. Both the child minder and assistant have up-to-date safeguarding training and understands the procedures to follow should they have any child protection concerns. They have current training in first aid, enabling both to deal with minor accidents confidently. There are suitable systems in place to record accidents and incidents. The child minder does not provide meals. Children bring their own food which is served to them appropriately. The child minder implements effective infection control procedures. Good hand hygiene is promoted with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, before eating and after toileting or when children come indoors from outside play.

The child minder is kind and caring and delivers warm, nurturing care. She has a sound understanding of child development and how this impacts positively on children's behaviour. The child minder effectively supports children to interact with one another appropriately. She offers encouragement and praises children frequently, for their efforts and positive interactions. Both adults are good role models and encourage children to share and be kind. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder knows the children well and provides play opportunities and resources according to their interests and needs. She promotes a calm and happy atmosphere. She extends children's learning during their play with incidental counting, language modelling and open questioning. There is a system in place to plan for and monitor the progress of younger pre-school children. The child minder tracks children's development via an app which is shared with the parents.

**Environment****Adequate**

The child minder makes sure the premises are adequately safe and secure. For example, the front door which parents use is kept locked. In the main accurate records are kept of children's attendance. We viewed fire drill logs which show the names of children involved. However, the log did not clearly show total numbers of children and adults who were present on site. The child minder completes risk assessments for all areas of the setting and any outings undertaken. In the main, risk assessments are effective and identify potential hazards to children and any action taken to manage these risks. However, the sleep rooms located on the first floor were not fully assessed, as we noted trailing cables from the window blinds were not restricted to the wall. The cots were situated underneath the blinds in both sleep rooms and therefore children could access the cords. This is a safety risk. The child minder ensures that maintenance checks for the home, her vehicle and public liability insurance are up to date. We viewed the annual safety certificate which was regularly updated.

The environment is clean and well maintained. Children have use of the lounge area where they mainly play. Although suitable toys and activities are available for children to choose, the room was somewhat cluttered. This restricts children free flow around the room. We were told the conservatory room is not used for child minding as it now stores more toys and equipment. There is a suitable range of toys and resources for children to choose from, including toy vehicles, construction toys, arts and craft materials and role play items. These suit all ages of children from toddlers to older children. In the playroom, toys and games are stored at low level, so children can access them independently. The child minders garden is suitably equipped with toys and resources. All children have free flow access to the garden and indoor areas throughout the day. However, we noted the garage door was not secured and left ajar. We observed a child attempting to access the garage space. On discussion, the child minder told us that children are not allowed in the area.

The child minder ensures equipment suits the children's age range. Children sit comfortably at family dining table at mealtimes and when completing tabletop activities. Resources and toys are suitably maintained and in sound working order.

## Leadership and Management

Adequate

The child minder has adequate policies and procedures in place to ensure the sound operation of her setting. She has a clear statement of purpose which outlines the details of the service she offers. She agrees contracts with parents and has a suitable procedures for obtaining permissions for activities such as taking children on trips and accessing emergency medical treatment.

The child minder evaluates her care and makes improvements where necessary. She completes an annual quality of care report, which includes the opinions of people using her setting. The report reflects very positive feedback from parents, demonstrating a high level of satisfaction with the service she provides. For example, *“Both the child minder and her assistant both are very good, they make a good team”*. The childminder has completed her annual Self-Assessment of Service Statement (SASS).

The child minder keeps up to date with best practice and refreshes both her and her assistant’s mandatory training. However, we noted she has not formalised supervision records for her assistant. The child minder told us that they regularly discuss their roles and responsibilities, but these are not fully formalised. Any adult over the age of 16 years old who resides at the setting or comes in regular contact with the minded children all, have an up-to-date Disclosure and Barring Service certificate (DBS).

The child minder works closely with parents to help their child’s transition into her care be smooth. Information about the children’s preferences and individual needs are sought before they start and is updated as needed. This ensures children continually receive good levels of care. The child minder provides parents with daily verbal feedback on the well-being of their child. Parental feedback via questionnaires reflects their satisfaction with the service provided to them as a family. *“The childminder is very good, and the house is so convenient for us as they are local to us”*.

### 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
38 (1) (b)	The child minder must ensure that fire drills are practised at regular intervals.	Achieved
30 (1) (a) Sch3.06	The child minder has failed to record accurately children's attendance.	Achieved

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
25	The child minder must ensure that unnecessary risks to the health or safety of children are identified	Achieved
38 (1) (b)	The child minder must provide an adequate means of escape in the event of a fire.	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 24 - Safety	Ensure all trailing cables are fully restricted to prevent children accessing long cables. With particular regard to blind cords in the bedrooms where minded children sleep.
Standard 24 - Safety	Ensure all garden areas that are not meant for children to access are fully restricted from gaining access.
Standard 22 - Environment	Ensure playroom is decluttered in order for children to be able to freely access resources.
Standard 5 - Records	Ensure fire log shows total numbers of children and adults on the premises.
Standard 5 - Records	Ensure a formal appraisal and supervision is carried out for any assistants working as part of the setting.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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