



Inspection Report

Linda Jones

Newport



Date Inspection Completed

31/07/2024

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	11 January 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>Well-being</u>	Excellent
<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 thrive at the setting as they are happy and form very warm relationships with the child minder. They clearly enjoy their time at her home and are exceptionally confident to communicate their needs and wishes. Children behave and interact extremely well for their ages and stages of development. They have excellent opportunities to make choices and show superb independence throughout their time at the setting.

The child minder is caring and interacts positively with the children in her care. She knows the children well. She has a good understanding of how to keep them safe and healthy. She supports children's learning naturally by playing alongside them and encouraging their development.

The child minder's home is very well-maintained and she ensures it is a safe and comfortable environment for children. She identifies, monitors and manages hazards and risks effectively. She provides a range of age-appropriate resources and facilities to enable children to take part in a variety of activities.

The child minder follows her clear written policies and procedures. She operates some suitable systems for record keeping and ensures ratios are always adhered to. She understands the importance of working with parents to ensure the well-being of the children in her care.

Well-being

Excellent

Children are happy and settled in the child minder's home. They move around the home freely and can choose independently from the resources stored in the cupboard for their use. Children confidently request items out of their reach. They happily follow their own interests and express themselves very clearly to the child minder. For example, when the child minder asked them where they wished to go on an outing and where they wanted to sit to eat their lunch, they clearly gave their opinions as they know their views are highly valued.

Children have warm relationships with the child minder and feel very secure in their surroundings. They engage in enthusiastic conversation with her about their friends and families and smile as she checks they are ok while relaxing on the sofa. Children gain reassurance from her knowing them and their families well. When at play, they thrive on the encouragement and praise they receive from the child minder. For example, they beam as they receive her 'high 5s' and cheers for successfully scoring in a game of basketball in the garden.

Children share resources and play very well alongside each other. They chat happily as they work together on activities such as jigsaws and board games. Children show excellent collaboration skills as they undertake activities together, considering each other's thoughts and opinions sensitively. For example, they enthusiastically work together to devise a strategy to complete a puzzle.

Children enjoy the activities available to them and concentrate for considerable lengths of time for their age. For example, they focus for extended periods while playing board games with the child minder and then show delight when they beat her. Children find great enjoyment in time spent outdoors playing ball games and checking on the progress of the sunflowers their friends have been growing at the setting. Some children bring resources from home to share with their friends.

Children have an excellent range of experiences and opportunities to develop their learning. They use the garden regularly and enjoy trips out to places that interest them and allow them to be active. Children are encouraged to do things for themselves, such as getting their packed lunches from the fridge and choosing resources from the store cupboard. They use the toilets and wash their hands independently. This helps them to gain confidence and promotes their independence. Children respond very well to challenges set by the child minder, such as finding places on a jigsaw of a map.

Care and Development

Good

The child minder has a good understanding of her role and her responsibility to keep children safe and healthy. She has undertaken a food hygiene course and demonstrates efficient and effective infection control through regular handwashing and wiping the table before food. The child minder has a good understanding of allergy management and ensures she has a full understanding of any medical needs children have. She has recently attended several safeguarding training courses and understands the procedures to follow should she have any child protection concerns. The child minder has a paediatric first aid qualification. She informs parents of accidents, but she does not always record them in her accident book. The child minder has appropriate methods of recording incidents, pre-existing injuries and the administration of medicine. She conducts fire drills monthly to ensure children know how to exit the home in the event of an emergency. The child minder supervises children appropriately both inside the home and outdoors in the garden.

The child minder cares for children in a kind and relaxed way. She listens carefully to their requests and demonstrates politeness and respect in her interactions with them. The child minder knows the children in her care well and manages their behaviour appropriately through suggesting ways to ensure they are all safe while playing activities such as ball games. She provides consistent praise for children's actions and achievements and encourages them to say 'please' and 'thank you'. The child minder uses effective methods to ensure children settle on arriving at the setting. She engages positively with children and uses natural opportunities to develop their interests and knowledge. For example, she taught a child to play a strategy board game that she knew he would enjoy.

The child minder does not regularly plan activities and instead lets children direct their own play based on their own interests. She asks children for their views on what they would like to do and ensures she can provide what they request wherever possible. The child minder plans a range of visits to interest children such as trips to parks and a boating lake. She does not track children's development and identify next steps. The child minder has undertaken a range of training courses to develop her practise and the service she provides to children. For example, she has recently completed training relating to additional learning needs, e-safety and asthma.

Environment

Good

The child minder ensures the premises are safe and secure. She keeps the front door locked and stores keys out of reach of children. The child minder has excellent hygiene practises which ensure all areas of the home and resources are clean. The child minder conducts daily visual checks to eliminate any risks to children's health and safety. She supports this with additional risk assessments for routines and activities such as outings, different areas of the home and to ensure safe sleep. The child minder stores hazardous substances in the kitchen and supervises children to ensure they do not access these; she does not have catches on the cupboard doors. She has ensured all routine maintenance checks for the building are up to date and she has appropriate public liability insurance. The child minder has clear, appropriate emergency procedures.

The environment is welcoming and child friendly. It provides a light, bright and very clean area for children to play and learn. The home's living area has comfortable sofas which provide a relaxed space for children to rest and play. The adjacent dining area is a good place for children to eat and enjoy tabletop activities. The child minder also uses this area for babies to sleep quietly in a travel cot or pushchair. There is a very well maintained and attractive garden to the rear of the home. The child minder ensures the outdoor play area is safe and presents interesting opportunities for the children to engage in active play. A comfortable seating area provides children with a space to relax and enjoy quieter activities outdoors. Children have access to the downstairs bathroom that they can use independently when toileting and washing their hands. This area is clean and well stocked with a non-touch handwash dispenser; however, children do not have separate or disposable hand towels to prevent cross-contamination.

The child minder ensures there are indoor and outdoor resources appropriate for the ages of all the children she minds. She provides a variety of toys, games and equipment and stores these in a cupboard for older children to select from. The child minder identifies the interests of younger children and brings out resources she knows they will like. Toys and equipment are clean and in good condition. She ensures there are good quality furniture and resources to support children's comfort and independence.

Leadership and Management

Adequate

The child minder manages her setting adequately and has the required policies and procedures in place. However, some of these require updating to ensure all elements of the regulations are met and they refer to the latest guidance and legislation. We have not issued a notice on this occasion, as there was no immediate impact or risk for children using the setting. The child minder does not record when she reviews her policies and identify when the next reviews are due. The child minder has a statement of purpose which outlines the details of the care service she offers to parents and children. She gathers required information for children, including permissions for car transport and outings, and stores this appropriately. The child minder ensures her car has valid insurance, tax and MOT.

The child minder is reflective and keen to identify ways of improving the service she provides to children and families. She consults parents for their views on the service she provides and undertakes an annual review of the quality of her care. However, she does not refer to parental responses in her review and does not obtain the views of children in her care. The child minder has a complaints policy in place, although this does not identify timescales or actions to be taken in the event of concurrent investigations.

The child minder does not employ an assistant and currently works alone. She is appropriately qualified and up to date with the required mandatory training. The child minder has a full Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder. She consistently maintains appropriate ratios to ensure children are cared for in line with her registration. The child minder records the exact times of children's arrival to and departure from her home.

The child minder understands the importance of working with parents to provide a good standard of care to their children. She communicates regularly with them through phone messages to ensure they are kept updated on their child's time at the setting. Parents we spoke with were complimentary and happy with the care the child minder provides to their children.

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

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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 5 - Records	Ensure all accidents are formally recorded.
Standard 24 - Safety	Ensure all potentially hazardous substances are securely stored.
Standard 18 - Quality assurance	Include the views of children and parents in the annual quality of care review.
Standard 20 - Child protection	Ensure the setting's safeguarding policy refers to latest guidance.
Standard 19 - Complaints	Ensure the setting's complaints policy sets timescales and procedures for concurrent investigations.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Track the skills development of children under school age.
Provide individual hand towels or paper towels for children.
Note dates of last and next review on policies and procedures.

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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