



## Inspection Report

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**Abergavenny**



**Date Inspection Completed**

22/08/2024

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## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	12 June 2024
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.

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

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

### **Summary**

Children are happy, settled and can make decisions about how they spend their time. They are developing warm and positive relationships with their friends, the child minder and her family members. Routines and activities encourage children to develop, learn and enable them to follow their own interests.

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She is calm and caring towards the children. The child minder manages interactions effectively and promotes children's self-esteem. She knows the children well which enables her to meet their individual needs effectively.

The child minder's home is welcoming, offering a home from home environment. Children receive care in a safe, clean and secure environment. Children have access to a suitable range of toys and resources to support their play and learning. Children have opportunities to spend time outdoors in the garden along with visits to the local park.

The child minder is motivated to running a quality provision and has taken sufficient steps to address all areas for improvement identified at the last inspection. There is a good range of policies, procedures and documentation to support the smooth running of the setting. The child minder has developed good relationships with parent/carers. They are complimentary of the child minder and the service she offers; and feel well informed about their child's experiences at the setting.

Children are happy and relaxed; they feel secure in the child minders company. For example, children were happy to play and chat with the inspector but frequently sought reassurance from the child minder, which they responded to warmly. Children have many opportunities to make choices and decisions about how they spend their time. For example, they can move freely around the dedicated spaces of the child minders home. Deciding which toys and activities they would like to play with, following their own interests. Children express themselves confidently, as they know their wants, needs and moods will be considered. For example, children asked if they could participate in a craft activity using pictures of faces, after their lunch. Children are happy and settled, they are comfortable in their surroundings, familiar with daily routines and have a strong sense of belonging. They have formed affectionate relationships with the child minder and her family members. For example, children confidently chat to the child minder, recalling past experiences. Sharing how they celebrated various events in their local community with the child minder and her family members. Children receive constant praise for their efforts and achievements, which makes them feel happy and valued.

Children behave and interact well for their ages and stages of development. They thoroughly enjoy their play and benefit from an appropriate selection of play and learning opportunities. Children are interested and fully involved in their activities. For instance, children thoroughly engage with the playdough activity, skilfully manipulating the various tools and working together to create shapes and patterns. Children have daily opportunities to enjoy the outdoors and their local environment. They play in the garden, enjoy going to the local park, and visit various playgroups in the local community.

Children have opportunities to develop their independence skills, enabling them to do things for themselves. For example, children are encouraged to independently access the bathroom and wash and dry their hands before eating. They feed themselves and access resources. They follow instructions, such as to tidy toys and activities away.

## Care and Development

Good

The child minder has a good understanding of her role and responsibilities to keep children safe and healthy. She has beneficial procedures in place to accurately record accidents, incidents and the safe administration of medication. Records are promptly signed by parents/carers. The child minder has recently strengthened her understanding of safeguarding procedures by accessing appropriate training. Her current policy outlines how to recognise signs and symptoms of abuse. Included are the procedures to follow when there is a concern about a child or allegation against herself or a family member.

The child minder does not provide food at mealtimes and asks parents to provide this. She successfully follows her policies and procedures in relation to infection control and in line with the Food Standards Agency guidance (FSA). For example, she washes her hands before preparing food, wipes the table prior to children eating and routinely records fridge temperatures where children's food is stored. She takes suitable measures to ensure the safety of any child who has allergies and intolerances. The child minder ensures children wash their hands after using the toilet and before mealtimes. Supporting them to develop their personal hygiene practices appropriately. Mealtimes are relaxed and a social atmosphere is created as the child minder sits with the children, chatting to them while they eat.

The child minder provides a calm and caring environment and speaks skilfully with the children. She is constantly engaged in discussions with them. For example, during a game of guess the animal on the computer, the child minder appropriately challenges the children by asking them what the correct name for a 'rhino' is. This was followed by the child minder valuing the children's efforts with *"You are too good at this, I think you are right, Well done"*. The child minder carries out worthwhile observations and assessments to track children's progress. She uses these to plan activities to support children's next steps effectively. The child minder implements a positive approach to behaviour, where children are celebrated when they are kind and caring to their friends, which helps promote their self-esteem and self-confidence. The child minder uses basic Welsh words and phrases throughout the day to help children's understanding and use of the language.

## Environment

Good

The child minder has effective measures and procedures in place to ensure the setting is safe and secure for children. Doors are locked when children are present. The child minder ensures accurate records of children's attendance are maintained as well as logging any visitors to the setting. The child minder ensures annual safety checks for household appliances are carried out. Along with regularly monitoring fire safety equipment in line with her written procedures and Welsh Government's Fire Safety: guide for child minded premises. Beneficial fire drills are carried out to ensure children know how to safely evacuate the property in the event of an emergency. Records of these practice drills are maintained which include dates and the names of children present. However, details such as the length of time it took to evacuate the house or the time of day the practice was undertaken are not recorded.

The child minder uses check lists to identify and address any potential risks that present themselves. Detailed risk assessments and written procedures are in place regarding key areas of the home. For example, the use of safety gates to prevent the child minders pet dogs from accessing areas where the children play freely, both indoors and outdoors. The child minder implements effective cleaning routines that reflect good infection control practices in line with current guidance.

The child minder provides a welcoming, home from home environment for children. It is light, bright, and has adequate space for children to play and learn. Children have use of a playroom where a suitable range of age-appropriate toys and resources are freely available for children to access independently. Craft activities are carried out in the family dining room where older children can also access the computer, under the supervision of the child minder. Children access bathroom facilities which are located in the playroom, promoting independence. The family living area which has a sofa and a television, enables children to spend time relaxing. Children have access to a small area of the child minders garden, which is equipped with a range of ride along toys, playhouse and space for children to plant flowers.

## Leadership and Management

Good

The child minder is motivated to provide a quality service to the children and their families. She has taken steps to address all the previously identified non-compliances and the recommendations highlighted during the last inspection. A detailed statement of purpose reflects the service the child minder offers, providing parents with the relevant information about the setting, so they can make an informed choice. The child minder has recently reviewed many of the setting's policies, procedures and documentation ensuring they are in accordance with regulatory requirements and reflect the practices at the setting. For example, the operational plan details how the child minder manages the family pet dogs when children are at the setting. The child minder agrees contracts with parent/carers and has a suitable procedure for obtaining permissions for activities such as photographs and accessing emergency medical treatment.

The child minder annually reviews and reflects upon her service and produces a suitable report. As part of her evaluation of the service, she seeks worthwhile feedback from parents/carers and from children. Information collected is used to support her in the evaluation of the service. The child minder uses this opportunity to highlight strengths and consider a few possible areas for improvement. The child minder understands the importance of regular training and continuing her professional development. She completes all mandatory training and seeks further opportunities to develop. For example, accessing additional learning needs training, which has extended her knowledge to be able to better support children in her care. All household members over the age of sixteen years have current Disclosure and Barring Service checks (DBS). The child minder engages with Care Inspectorate Wales (CIW) and other organisations and professional agencies when necessary.

The child minder develops positive relationships with parents. They are kept well informed about their child's experiences and development. The child minder provides daily verbal feedback to parent/carers on collection. In addition, parent/carers of younger children receive a written log of their child's day which includes details regarding key routines such as meal and sleep times. Parent/carers are complimentary of the child minder and the service she offers, they feel well informed about their child's experiences at the setting.



### 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
25	The child minder must ensure they identify, address, and monitor all potential risks in the environment, including ensuring all fire safety measures are maintained regularly in line with their written procedures. The child minder must follow robust infection control practices in line with current guidance.	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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
22	The child minder must ensure there is a clear safeguarding policy in place which is in line with the National Minimum Standards and Wales Safeguarding Procedures. They must ensure they are knowledgeable and confident when implementing these procedures.	Achieved
30	The child minder must ensure records such as accident, incident and medication records are completed and include all the required details.	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

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)
Fire drill records should detail the time they were carried out and the length of time it took to evacuate 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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