



## Inspection Report

**Barbara Phillips**

**Newport**



## **Date Inspection Completed**

14/05/2024

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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	4 June 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>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children are happy and confident. They are settled and have a strong voice. Children have established good relationships with one another and the child minder. They follow their own interests and are independent.

The child minder is caring and knows the children very well. She supports children's needs successfully, introducing clear rules and boundaries. Children are respectful and are kind to each other, they seek reassurance and cuddles from the child minder knowing their needs will be met.

The child minder's home is a safe place for children. She provides children with a good variety of resources and equipment. Children access the ground floor of her property including the playroom, kitchen/diner, lounge, and garden room which leads onto a large, enclosed garden.

The child minder runs her service suitably. She has made improvements following her last inspection. The child minder implements her policies and procedures well. Children are safe, secure, and healthy. She understands her responsibility to comply with the national minimum standards and regulations. There are strong partnerships in place.

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

Children have a strong voice. They freely make choices and decisions about the activities and resources they want to play with. They confidently ask, *“can I make a necklace as well please?”*, when they noticed their friend threading pasta on a thread. Children positively interact with visitors. They told us they enjoy coming to the child minder’s house. Their favourite activities include, arts and crafts and playing in the dedicated playroom with the dolls and puzzles.

Children are happy and settled. They know the routine well. On collection from nursery, children settle down after washing their hands to eat their packed lunch. They have positive relationships with each other, as many attend nursery or school together. Children receive support and reassurance, if needed. We saw children engage in role play and use their imaginations well. For example, one of the children placed a soft toy doll up their jumper telling their friend *“Look I’ve got a baby in my tummy”*. Their friend decided to copy. Both friends giggled loudly showing the child minder that they had hidden their dolls under their jumper. The child minder laughed with them saying *“Oh that’s a good idea, where did you get that idea?”* the child responded with *“My mummy had a baby in her tummy and I’m doing the same”*.

Children express enthusiasm and enjoyment. They smile, laugh, and interact well. Children cooperate and share. Children confidently discuss the different colours they thread to make a necklace. Identifying red, blue, orange, and purple colours. They successfully explore the environment and engage in a range of play opportunities.

Children are interested in their play. They follow their own interest and engage in activities of their choice. For example, selecting small world toys and choosing puzzles. They develop effective conversations and clearly enjoy imaginative play. With younger children attempting to solve minor conflicts themselves, by apologising when they have knocked into each other. They seek the child minder’s assistance when they feel upset or feel a sense of injustice. They know the child minder will be fair and help resolve their conflicts. For example, we heard the child minder explain to the children it would be fair if they took turns to be either mummy or the baby. She said to one of the children *“You usually are the baby would you like to be mummy instead”*. Both children agreed to swap roles and happily carried on playing. Children access a range of opportunities at the child minders home and in the local area, which promote their all-round development. Children have strong independence skills. They follow instructions and listen very well. They access the bathroom and independently wash their hands.

**Care and Development****Good**

The child minder implements good policies and procedures to promote safety for children. She holds current certificates in child protection, first aid and food hygiene. She is aware of her responsibility to safeguard children. The child minder ensures accident, incident, and medication records are complete and signed by parents. Parents provide a packed lunch for children who attend during the day. The child minder provides a light snack for older children after school. A light snack of fruit and water is available if the children request. There are effective cleaning and hygiene practices in place. Children wash their hands when arriving in the care of the child minder, prior to eating their lunch or snack. The child minder ensures effective cleaning systems are in place.

The child minder understands her behaviour management policy and implements positive strategies successfully. She knows the children very well and engages with them effectively. The child minder reminds children about rules and expectations when traveling from nursery or on the school pick up. She regularly offers encouragement and praise and reminds children to share when needed. We heard her say, "*well done*", "*that's fantastic*" and "*good*". She interacts with warmth and kindness. Many of the children have attended the setting for some time.

The child minder is aware of children's individual development, and she has improved her record keeping since the last inspection. Basic information about the children's day is verbally communicated to the parents on collection. The child minder provides a range of play and learning activities, supporting children's learning through play. She encourages counting, colour, and shape recognition through the activities provided. Activities are mostly child led. No Welsh was heard being spoken by the child minder, although she told us that she uses incidental phrases when appropriate. The child minder confirmed they visit local parks and other areas of interest on a regular basis.

The child minder ensures the environment is suitably safe, secure, and very well maintained. There is a secure front entrance. The child minder ensures all visitors sign in her visitors' book. However, daily registers are inconsistent, we noted that actual times of arrival and departures are not completed in a timely manner. There are written risk assessments in place. The child minder confirmed she undertakes daily visual checks, both inside and outside, prior to play. The child minder undertakes checks on her smoke alarms and completes regular fire drills, records show these have been regularly carried out. The child minder's ensures annual gas safety checks are in place. Cleaning routines reflect good hygiene. All areas of the ground floor are organised, well maintained, clean and tidy.

Children have free-flow access on the ground floor, where they play. There is a downstairs bathroom, which is easily accessible from the hallway. There is direct access to the large, secure garden with ample space for children to engage in physical activities, such as balls and ride on toys and role play. Indoors there are small and large tables and chairs for children of all ages to use.

The child minder has a dedicated playroom. The play space is a light and bright, with a variety of resources and equipment. Most of which is available for children to access independently. There is a variety of play and learning resources, which are developmentally appropriate and of suitable quality. For example, block play, role play, games, relaxation areas, and mark making. There is suitable equipment for the ages of the children who access the service. The child minder confirmed she has a range of car seats, which are suitable for all ages of the children attending.

## Leadership and Management

Good

The child minder is very experienced and runs her setting well. She complies with the national minimum standards and regulations. Improvements have been made following her last inspection. Regulatory information is organised, and she ensures accurate records are in place. All household members have up to date disclosure and barring service (DBS) checks and are subscribed to the update service. However, the child minder has not regularly reviewed this. The child minder regularly updates her Statement of Purpose and if there are any changes to her setting she notifies CIW via her online account.

Children have accurate and complete contracts, with consent forms in place. The child minder has systems in place to review documents and policies, which include dates. The child minder has up to date certificates such as public liability insurance, and car documents. She is currently registered with the ICO (Information Commissioners Office).

The child minder reviews and evaluates her service well. She has a recent quality of care report. She seeks the views of parents and children and includes these within the review. She discusses improvements made, and plans for the future which is reflected within her self-evaluation. The child minder keeps up to date with mandatory training and has undertaken additional training to develop her knowledge, such as Additional Learning Needs (ALN) training.

The child minder has strong links with the local schools/nurseries and regularly attends local groups. She promotes positive partnerships with parents, keeping parents up to date, through private messages and verbal conversations at the start and end of the day. We viewed positive feedback from parents, which were included on thank you notes, written feedback and through her quality of care review. The parental feedback is very positive, with comments such as *“Barbara is amazing”* and *“We can’t have done it without her.”*

### 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

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
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N/A	No non-compliance of this type was identified at this inspection	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 that daily registers are completed in a timely manner such as within 5 minutes of arrivals and departures.
Standard 14 - Organisation	Ensure DBS records are routinely reviewed so that all adults living on the premises or working with the child minder remain suitable.

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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