



## Inspection Report

**Karen Knight-Davis**

**Newport**



**Date Inspection Completed**

03/07/2024

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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	13 July 2018.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children feel happy and settled. They are active in their play and express enjoyment whilst developing their independence skills well.

The child minder implements policies and procedures to promote healthy lifestyles, physical activities, creative activities, and well-being. She effectively manages risks and is knowledgeable in her responsibilities to protect children. The child minder plans a range of activities and ensures children are supported well.

The child minder has suitable risk assessments in place to ensure children are safe. She ensures the environment is secure and well maintained. The child minder has good safety measures in place and minimises risks to children.

The child minder has a good understanding of regulatory requirements and ensures mandatory training is completed regularly. She offers child minding before and after school and mainly during term time. The child minder has established good partnerships with parents and works hard to ensure children are cared for within a safe and stimulating home environment.

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 we play in the garden today?”*. The child minder responded by asking *“Does everyone agree or some of you want to go inside?”*. This shows that children have an active role in decision making. Children positively interact with the inspection and talked to the inspector freely. Telling us they enjoy attending and sharing their favourite activities.

Children are happy and settled. They know the routine well. For example, an older child explained *“When we get here from school, we have a vote about what we want to do”*. They have positive relationships with each other, as most attend school together. Children receive support and reassurance, if needed. We saw children engage in physical activities some choosing to use the swings and slide. Another child wanted to practice their gymnastic skills on the lawn.

Children express enthusiasm and enjoyment. They smile, laugh, and interact well. Children cooperate and share. Children confidently discuss what they have done at school and discuss what activity they need to complete at the childminder’s house. For example, an older child has begun a longer project of making a pompom to represent each child who attends. This demonstrates that children are sustained in what they do. 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, arts and crafts and playing board games. They develop effective conversations and clearly enjoy time at the setting. 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. On arrival children take their backpacks off when entering the setting. They access the bathroom and independently wash their hands. They take responsibility for their own belongings. For example, putting their pictures safely in their bag to take home with them.

## Care and Development

Good

The child minder implements her 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. The child minder provides a light breakfast or snack before school and a light snack of fruit is available if the children request. Children were seen to hydrate themselves; they use a water container to pour their own drinks. There are suitable cleaning and hygiene practices in place. Children sanitise their hands when arriving in the care of the child minder and prior to having a snack. Children access the bathroom and regularly wash their hands.

The child minder understands her behaviour management policy and implements positive strategies successfully. She knows the children very well and engages with them effectively. For example, she told us that a child who was not present during the inspection, had asked that the inspector is shown the 'Kindness box'. This is where children independently post positive comments or acts of kindness to each other. These are reviewed regularly so all children know what positive comments have been made about them. The child minder told us she reminds children about rules and expectations when walking home after school, with all children following instructions well. She regularly offers encouragement and praise and reminds children to share when needed. We heard her say, *"well done"*, *"that's fantastic"* and *"good girls"*. 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. Although, at present development records are not in place, due to the age of the children attending. Basic information about children's day is kept in the daily diary. The child minder provides a range of play and learning activities, supporting children's learning according to their age and stage of development. Activities are mostly child led. The child minder confirmed they visit local parks, areas of interest and play groups.

**Environment****Good**

The child minder ensures the environment is appropriately safe, secure, and suitably maintained. There is a secure side entrance, for the use of child minding. The child minder ensures all visitors sign in. There are suitable 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. However, regular fire drills records do not clearly include total numbers of children and adults on the premises. The child minder ensures annual gas safety checks are in place. All areas of the home are mostly organised and well maintained.

Children have free-flow access indoors, the child minding garden is elevated with steps leading to the large garden. She has ensured secure iron railings and a secure gate. This ensures that risks are minimised as the garden is elevated. There is ample space for children to engage in physical activities, such as using large apparatus and several ball games. The child minder has recently had a new sheltered area built with a seating area so that children can rest or do activities arts and craft activities, do their homework, or just sit and chat. There is a downstairs bathroom, which is easily accessible.

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, or stored close by, for the child minder to easily retrieve, at children's request. There is a variety of play and learning resources, which are developmentally appropriate and of suitable quality. For example, games, relaxation areas, and mark making. There is suitable equipment for the ages of the children who access the service.

## Leadership and Management

Good

The child minder is 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. Registers with children's arrival and departure times are maintained. All household members have up to date Disclosure and Barring Service (DBS) checks and are subscribed to the update service. The child minder's statement of purpose (SOP) accurately reflects her service.

Children have accurate and complete contracts, with consent forms in place. The child minder has systems in place to review contracts and policies, which include dates of review. However, some policies need further development. For example, the lost child policy, did not have a clear time line of who she would call if a child goes missing. In addition, the child minder's policy for uncollected child had unrealistic timeline to contact safeguarding board if a child was not collected. For example, her policy stated that she would wait up to four hours before reporting a child has not been collected to the safeguarding board. This is unrealistic and we discussed scenario what if a child is not collected at the end of the child minding day, waiting four hours would be too long to wait. The child minder agreed to revise her policy. The child minder has up to date certificates such as public liability insurance, and car documents. The child minder is registered with the ICO (Information Commissioners Office).

The child minder reviews and evaluates her service. She has a suitable quality of care report. She seeks the views of parents and children, which are included within the review. She discusses improvements made and future plans 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 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. The child minder's quality of care review showed parents are very happy with her service, they wrote very positive feedback, with comments such "*We would be lost without her*" and "*On collection, my child sometimes is so absorbed in the activities that he is reluctant to come home*". This demonstrates a high level of satisfaction for the service the child minder provides.



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

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	Borden the fire drill records to include children and all adults present on the premises.
Standard 5 - Records	Ensure that the lost child and uncollected child policies include a clear time line to indicate the processes to follow when reporting such issues.

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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**Date Published 26/07/2024**