



## Inspection Report

**Karen Tinsley**

**Newport**



### **Date Inspection Completed**

29/04/2024

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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	15 March 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.

<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 comfortable, confident, and content in the setting. They know they are listened to, and they develop positive relationships with the child minder. They have good opportunities to develop their individual skills, through engaging in a variety of play activities.

The child minder follows effective procedures to keep children safe and healthy. She interacts with children positively showing genuine warmth and plans their care well to meet their individual needs. The child minder is motivated and passionate about her role in supporting children's development.

The child minder provides a safe and stimulating environment. She plans the environment effectively to meet children's needs and enables them to develop their independence and confidence. She provides engaging play areas and a good range of resources which meet children's interests and support their skill development.

Leadership and management of the service is good. The child minder is organised and monitors the setting effectively to ensure she provides good quality care and meets regulations and national minimum standards. She completes regular training and is committed to ongoing improvement. She communicates well with parents about the service she provides and their children's well-being and development.

Children are confident communicators because their wants and needs are considered consistently. They choose their play activities freely and any snacks they would like to eat. The child minder asked the group *“What would you like, toast or sandwich?”* and the children assertively responded with what they wanted to eat. Children are given plenty of time to make decisions. For example, during our visit, an older child looked through drawers, mulling over what they would like to do. They showed the child minder their options, settling on resources they were happy with. Most children have been with the child minder for a long time and know her well. They make requests with ease and confidently voice their preferences and wants receiving consistently positive responses from the child minder.

Children feel very safe and valued. They are clearly comfortable, relaxed, and happy in the child minder’s care and in the company of her family. Children interact well with others. They play nicely with each other following the child minder’s guidance. They are learning to treat each other kindly. When minor conflicts occur the child minder intervenes after a few moments allowing the older children to resolve their issues before providing the solution. Children value and respect her suggestions and readily apologise.

Children are enthusiastic and interested in their play and learning. They smile and laugh with each other when engaged in a range of interesting activities. For example, a child was very engaged in carefully tracing over a picture they wanted to colour in. Another child of similar age observed for a short while and decided they wanted to do the same, saying *“Oh that’s a good idea, I can see what you’re doing, I think I’ll find a picture from the drawer and do some tracing as well.”* Both children sat together happily as they completed their activity and chatted about their day at school.

Children experience appealing play and learning opportunities that promote their all-round development and enable them to confidently follow their own interests. For example, they develop their physical skills through sensory play, craft activities and walks in the local area. Children have good opportunities to develop their independence skills. They walk calmly from school with the child minder and chat whilst also being vigilant of their surroundings and being mindful of the traffic on route. We observed the child minder closely supervising the group on their walk back from the local school.

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

The child minder keeps children safe and healthy. She has attended up-to-date safeguarding training and understands the procedures to follow should she have any child protection concerns. The child minder has current training in first aid, enabling her to deal with minor accidents confidently. She provides healthy snacks for the children, which they enjoy. However, we noted that her food hygiene training needs to be updated. She implements effective infection control procedures and good hygiene practices are promoted with the children. For example, the child minder encourages children to wash their hands at appropriate times such as, on arrival after school, before eating and after using the bathroom.

The child minder is kind and caring and delivers warm, nurturing care. She has a good understanding of child development and how these impacts on children's behaviour. She effectively supports children to interact with one another appropriately. We heard her encourage and praise children frequently for their efforts and positive interactions. She is a good role model and encourages children to share and be kind. The child minder supports children to make choices regarding their play and activities. This helps promote their self-esteem and self-confidence.

The child minder knows the children very well and provides play opportunities and resources according to their interests and needs. She promotes a calm and happy atmosphere which gives children the confidence to explore and learn. She naturally extends children's learning during their play with lots of language modelling and open questioning. The child minder answers the children's questions and responds to the older children in a way they feel listened to. Currently the child minder is caring for children before and after school. She plans activities during this time that she knows they will enjoy. Older children told us they like playing electronic games on the television screen, telling us that these were time limited because a lot of screen play isn't good for them. They also told us they really enjoy doing art and crafts such as tracing pictures and colouring in. We saw some older children taking the opportunity to play with small world toys and dolls, which they thoroughly enjoyed.

The child minder follows effective procedures to keep the environment safe. She has written risk assessments and reviews these regularly. Her risk assessments for walking to and from school were particularly clear and well described, assessing the hazards that they may encounter on their route home. The child minder secures her home from unauthorised access by keeping the doors locked and there are safety measures in place to reduce risks to children. The child minder arranges for regular checks to be completed on smoke alarms and ensures boiler checks are completed annually. She completes regular fire drills with the children. However, these were not frequent, and on speaking to the children some could not recall when they practiced safe evacuation from the child minder's home. The environment in the child minder home is well-maintained, clean, and of a comfortable temperature.

The child minder has prioritised children's needs when setting up her home environment. She provides good play opportunities, both indoors and outdoors. Children can move freely within the play environments. Indoors, they complete activities at tables and chairs or spread out on the floor to do some activities such as playing with cars and trucks. They also have use of a dining area with a table and chairs for eating meals and snacks and doing table-top activities. The child minder has effectively planned the environment to encourage children's independence. They can easily access resources stored at a low level, which include toys and other items for their daily routine, such as aprons, arts and craft items, pens and different types of paper to draw or paint with.

The child minder provides a good range of resources which stimulate children's curiosity and interest. There are plentiful resources to meet a good range of interests and allow children to develop their independent play. She provides a suitable range of wider resources which promote equality and diversity, including dressing up clothes, books, and dolls. We observed older children enjoying dressing up dolls and playing with small world toys. The older children told us "*We don't get to play with toys at school anymore because we are older so we like playing with these toys here instead*".

## **Leadership and Management**

**Good**

The child minder has a strong vision for her service. She puts the voice of the child at the centre of her provision and is committed to providing good quality care. She provides relevant and clear information to parents in her statement of purpose and policies. She updates policies at least annually and we noted that these were of good quality and describe her setting accurately.

The child minder has effective record-keeping systems. She keeps records in an organised manner and in line with regulations. These include records of children's personal details, attendance, accidents, and any injuries. The child minder plans her service well to ensure she stays within the conditions of her registration. She also updates all relevant insurances and checks, such as Disclosure and Barring Service (DBS), which are carried out in a timely manner.

The child minder has established a good system for reviewing the quality of care she provides. She involves parents and children in this review and identifies targets for further improvement. She is motivated and takes pride in the ongoing improvement of the service she provides and communicates with Care Inspectorate Wales where needed.

The child minder has effective partnerships with parents. She agrees contracts with them and reviews these regularly. She seeks detailed information about children's needs and preferences when they start at the setting and communicates effectively with parents about children's ongoing development. Feedback from parents, obtained by the child minder, shows that parents are extremely happy with the care provided. The child minder has developed positive communication methods with other child minders to share ideas and good practice.

### 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 22 - Environment	Ensure that safe fire evacuations are carried out more frequently so that all children have opportunities to take part.
Standard 12 - Food and drink	Ensure food and hygiene training is regularly updated.

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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