



## Inspection Report

**Anne-Marie Adams**

**Barry**



**Date Inspection Completed**

10/06/2024

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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	9 March 2018
Is this a Flying Start service?	Yes
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 thoroughly enjoy their time with the child minder. They feel very secure, happy, and comfortable. They play freely, are content, and happily communicate their needs. Children confidently choose toys and activities which interest them from the toys and resources provided. They have warm, close relationships with the child minder and each other.

The child minder consistently meets children's needs well. She is kind and caring and sensitively supports children to learn to manage their own behaviour. The child minder plans and provides a very good range of interesting activities and free play opportunities for children. She regularly plans outings and trips to further extend children's experiences.

The child minder ensures her home is safe, clean, and well maintained. The premises are well organised and provide children with a welcoming and homely environment. The child minder provides a good range of resources and equipment that children find interesting, and which help them to develop their play and learning.

The child minder manages her setting well. She has developed a beneficial range of policies and procedures that support her work well. She reviews them regularly. The child minder develops strong links with parents and keeps them informed about what their children do.

Children have a strong voice; they know the child minder will listen to them and consider their wishes. As a result, children are confident communicators who move around freely, exploring and following their interests. They readily ask for things they want if they are not easily accessible to them. Children have many opportunities to make choices and decisions about what affects them. For example, they choose what they want to play with and clearly indicate when they are ready for snack.

Children are very happy and relaxed with the child minder. They are safe and settled. Children confidently interact with the child minder and visitors. They develop warm, close, and comfortable relationships with the child minder and each other which make them feel valued and respected. They clearly know the routines of the day and follow them well, helping them to form a strong sense of belonging.

Overall, children behave very well. They play with or alongside others, as is appropriate for their stages of development. Occasional disagreements do not escalate, and children learn to manage their own behaviour. They learn to share, take turns, and be kind. We saw older children taking turns swapping pushchairs and dolls with younger children or 'reading' a book to them. Children listen well and follow instructions, for example when it is time to go to the car or get ready for school.

Children very much enjoy their play. They are engaged and curious learners who explore resources, make observations, ask lots of questions and recount previous learning or experiences. Children of all ages loved exploring the insect bag and spent an extended period looking at the books, matching plastic insects to the pictures and using magnifying glasses to look more closely at real insects set in resin blocks. They talked about what they were seeing and made connections to other things they like such as dinosaurs. They have opportunities through activities such as these to develop language skills, concentration and perseverance, count, recognise and name colours, or learn about the natural world. Children also have opportunities to extend their learning through trips, outings, and attendance at local playgroups.

Children have good opportunities to develop their independence and self-help skills. They operate independently within the environment making choices about what they play with. They feed themselves, make good attempts to change their clothes or put their shoes on, and use the bathroom independently as they get older and more confident. This impacts well on their developing self-esteem.

## Care and Development

Good

The child minder works well to ensure she keeps children safe and healthy. Her safeguarding training is up to date in line with the requirements of the revised National Minimum Standards. She has a good policy relating to safeguarding and child protection to support her to know what to do should she have any concerns about children. However, it is not completely clear about what to do if an allegation is made against herself or her household members. The child minder consistently completes suitable records for things such as accidents, injuries and medication administered. She accurately records the times of children's attendance. The child minder follows effective hygiene procedures in relation to nappy changing and food serving. She ensures children wash their hands at appropriate times thereby developing their understanding of personal hygiene habits. The child minder does not provide food, but she encourages parents to provide healthy lunches and snacks and is aware of any allergies children may have. She told us no children attend currently with allergies or health needs, but she collects more detailed information if they do.

The child minder interacts warmly with children and manages their behaviour sensitively. She offers encouragement and gentle reminders to share and be kind. She explains patiently and clearly what needs to happen and why when minor issues arise. The child minder engages successfully with children in ways that promote their development and self-esteem. For example, we heard her encourage children to change their clothes, giving praise when they tried and help when needed.

The child minder meets the needs of children effectively. She provides a play-based environment which gives children opportunities to learn and develop. She also plans some activities with other local child minders which identify specific areas of learning. The child minder uses appropriate questions and prompts in her interactions with children to support and extend children's play and learning. We heard the child minder use some basic incidental Welsh with children to help support their use and understanding of the Welsh language. The child minder plans regular trips out such as to local parks, beaches, or playgroups. These are often with other child minders and help children extend their experiences of the wider world, playing in larger groups and their opportunities for outdoor play. The child minder tracks the development of younger children. She has regard to the Curriculum for Wales and is beginning to consider the Quality Framework for Early Childhood Play, Learning and Care in Wales along with the Developmental Pathways to help support her planning and assessment. The child minder is alert to children with additional learning needs (ALN) and is aware of the most recent ALN guidance.

## Environment

Good

The child minder ensures her home is suitably safe, secure, and well maintained. There is secure access to the front and rear of the property and the child minder ensures all visitors sign in. Safety features such as a stair gate and radiator thermostatic controls are in place. She undertakes monthly risk assessments which include daily safety checks. However, she has not completed a general risk assessment of her setting. The child minder ensures she arranges an annual gas appliance service. She carries out regular evacuation drills and records details that include any future considerations she needs to make. The child minder ensures all areas of her home are organised, clean and tidy.

The child minder provides a homely environment that is child friendly. Children have use of a dedicated playroom that is attractive and well organised. It gives them plenty of space to move around freely and play or relax on the large sofa. They use the kitchen for eating, messy play, or craft activities. Children can access a bathroom from the kitchen, which supports their growing independence in personal care or provides a private space for nappy changing. There is direct access to a large, secure garden from the kitchen. We did not see this in use during the inspection as the child minder is in the process of re-developing it. She currently ensures children get fresh air and exercise through regular visits to parks or beaches.

There is a wide variety and range of good quality resources that are clean, safe, and suitable for the children using them. The child minder makes good use of real objects such as phones or tins, and natural materials such as dried oranges, fir cones or wooden rings. She stores and displays many resources in open shelves which children can access independently. They know they can ask for things they want which might not be so easily accessible, for example, a child asked for the train track to play with. Some resources promote awareness of diversity and cultural differences including the Welsh language.

## Leadership and Management

Good

The child minder is experienced and runs her setting very well. Paperwork is organised, regularly reviewed, and meets regulations. The child minder has a comprehensive range of good policies to support her in the safe and smooth running of her setting. She provides an up-to-date Statement of Purpose that is useful for parents and accurately reflects the services offered.

The child minder reviews her service and produces an annual quality of care report that shows how she operates her setting. She seeks the views of parents and children and uses them to inform her review. The child minder identifies some broad areas she would like to develop.

The child minder is well qualified and ensures she keeps up to date with mandatory training such as paediatric first aid, safeguarding and food hygiene. She is also committed to continuous professional development and undertakes other courses that become available. The child minder ensures she maintains a current Disclosure and Barring Service (DBS) check for herself and relevant household members.

The child minder has strong links with a local child minding group and works with the local authority to provide Flying Start places. She promotes positive relationships with parents and keeps them well informed about their children through verbal feedback, electronic messages and daily diaries for younger children. The child minder collects all relevant information before children start to enable her to meet their individual needs. We saw many cards and notes from parents that gave very positive feedback to the child minder and demonstrated they are extremely happy with the service she 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
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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 7 - Opportunities for play and learning	Further develop the use of Welsh.
Standard 20 - Child protection	Further develop the safeguarding policy to make clear the procedures to follow should there be an allegation against the child minder or a member of her household.
Standard 24 - Safety	Undertake a general risk assessment for the premises.
Standard 18 - Quality assurance	Further develop the annual Quality of Care review to be more evaluative of outcomes for children so that it better helps to identify specific areas for development.

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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