



Inspection Report

Jacqueline Hewitson

Barry



Date Inspection Completed

14/08/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	2 July 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>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are extremely happy, settled and thoroughly enjoy their time at the setting. They are confident to express themselves as they are consistently listened to. Children have very strong bonds with the child minder and make friends at the setting. They are highly enthusiastic and engaged in their play and experiences at the setting.

The child minder is passionate about her role and prioritises the safety and well-being of children. She is an excellent role model and delivers very warm, responsive care. The child minder assesses children purposefully and effectively plans for their development. She encourages curiosity through supporting children to take risks and lead their own play and learning.

The child minder has measures in place to ensure the environment is secure and welcoming. The environment is appropriate for many of the children that attend. The child minder provides children with a well-developed environment and values the positive impact the outdoors and risky play and real-life resources can have on their development.

The child minder is experienced and qualified. She has suitable policies and procedures in place; however, some policies and procedures require review to fully reflect how the service operates and to include current guidance. The child minder has a clear vision for her setting, she is reflective and committed to making improvements for the benefit of the children in her care. She has established excellent relationships with parents / carers and works in partnership with them to ensure children's development and well-being.

Well-being**Excellent**

Children have a very strong voice. They know their opinions and interests are acted upon and always respected. Children communicate their needs in age-appropriate ways and move around the home freely. Younger children make decisions about how to use resources while older children discuss their wishes thoughtfully with the child minder. All children respond well when asked about their preferences. For example, children tell the child minder that they would prefer to have a picnic outside for lunch.

Children of all ages are very settled at the setting. They are extremely familiar with the daily routines and take part in these confidently. Children look to the child minder for affection and reassurance in a variety of situations including when tired or hungry. They are keen to show and talk about their play and are proud of their achievements. For example, they offer us one of the cakes they have been cooking and a cup of herbal tea they made in the mud kitchen after collecting herbs from the garden.

Interactions between children are excellent and they play happily together. They have formed positive attachments with the child minder and each other. They co-operate very successfully and manage their behaviour extremely well. For example, whilst playing in the mud kitchen they take turns and watch each other intently. They organise their own play and ensure that they share the resources. As they eat, they chat confidently with the child minder discussing what they'd like to do and where they'd like to go.

Children thoroughly enjoy their play and learning opportunities. They are free to explore the indoor and outdoor environments and spend time on activities that interest them. Children are self-motivated to initiate their own play using the resources available. They move resources from different areas to use them alongside others of their choice. For example, they spend a considerable amount of time creating a beach scene with sand and animals. They fetch a saucepan and fill it with water to represent the sea, find shells for the beach, and sea animals to add to the water.

Children have exemplary opportunities to develop their independence. For example, throughout the day children wash their hands naturally when needed and help themselves to drinking water. Older children access the toilet facilities freely and wash their hands independently. They naturally try to do things for themselves before the child minder intervenes to support, such as putting on their all-weather suits or opening packs at lunch time.

Care and Development

Excellent

The child minder implements excellent procedures to meet children's care, safety and wellbeing needs. The child minder understands her responsibilities in relation to safeguarding. She records accidents and incidents as well as existing injuries ensuring that parents / carers sign the relevant records. The child minder supervises children superbly and gives thoughtful reasons to help them understand why she gives instructions. For example, she reminds them not to run on the path and to consider what areas and resources are safe to use in their play. She promotes children's physical well-being successfully through regular exercise such as visits to woodlands, play centres, beaches and daily outdoor play.

The child minder is extremely kind and nurturing towards children. She has established excellent bonds with the children in her care and provides cuddles and affection when they seek reassurance. The child minder manages behaviour effectively through positive strategies and sharing rules with children. She is calm, patient and is an excellent role model. Consequently, the children behave well and benefit from the consistent approach and mutual respect shown. Children show excellent manners, saying please and thank you naturally throughout the day.

The child minder knows the children very well. She fully understands the children's preferences and is sensitive to the needs of each child. The child minder collects detailed information about the children before they start and communicates exceptionally well with parents / carers. This ensures she has exemplary regard for each individual child and children's individual needs are fully met. The child minder assesses children's progress purposefully by observing them regularly to identify their interests, strengths and their areas for improvement. She uses this information effectively to plan the next steps in individual children's learning and development. For example, based on individual children's needs, she provides resources and activities for objects to move from a height so that child can observe how things move. As a result, the planning is reflective and very responsive to children's individual needs.

The child minder ensures children experience a variety of stimulating activities and visits that meet their needs and interests. She seeks opportunities for children to engage in community learning events such as Welsh groups. The child minder celebrates key events in children's lives and provides opportunities for them to learn about the culture of Wales and wider society. For example, she celebrates children's birthdays, Father and Mother's Day, Santes Dwynwen and Chinese New Year. During these events, the child minder plans a range of activities such as arts and crafts, cooking as well as reading books on the topics.

Environment**Good**

The child minder provides a secure environment for children. She ensures the front door is locked as well as the side gate to the property. The child minder keeps a record of visitors to the setting. She also keeps a children's register and records the times that children arrive and leave the setting. The child minder ensures the relevant safety checks for the premises are completed, such as the annual gas safety checks and she records smoke alarm tests. The child minder completes regular fire drills and as a result children are very familiar with the process. She restricts access to items such as cleaning materials by ensuring child locks are fitted on cupboards and drawers.

The home environment is warm, comfortable, and maintained. Children have access to the lounge, upstairs toilet, dedicated playroom and outside area. They pass through the kitchen to access other areas in the house. Stairgates are in place on the stairs to restrict access to the upstairs toilet. The child minder closes doors and teaches children how to use the areas in the house safely. For example, older children know they are only allowed to pass through the kitchen to go to the toilet and that it not part of their play area. The child minder has fully embraced the use of real-life resources and risky play. She has made many changes to her setting that are of great benefit for the older groups of children that attend. However, her play policy does not reflect how the setting operates and does not fully consider the suitability of the resources for all ages of children that attend. The child minder told us she has plans to review this and to develop areas in the setting that are more suitable for younger children to explore independently.

The child minder makes exemplary use of the outside area. She provides a range of play and learning opportunities for children. The child minder has invested in a large, covered area which provides a warm shelter for children and is used all year round. From here children have free flow access to the small, dedicated art shed, water play and garden area. Children thrive here and benefit from the choices they can make, and this is where children choose to spend the majority of their time at the setting.

The child minder provides a range of interesting resources in these areas. For example, children are confident in using real life objects such as pots and pans in the outdoor kitchen. She ensures that a range of resources are kept at the children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places which allows them to develop their independence skills. For instance, children collect lavender to add to their water in the play kitchen and fill the teapot with water.

Leadership and Management

Good

The child minder organises her setting well. She has a statement of purpose, which is compliant with regulations and The National Minimum Standards (NMS). This was updated during the course of the inspection to fully reflect the running of her setting. Most of the required policies and procedures are in place. However, not all policies have been updated. For example, the additional learning needs (previously referred to as special educational needs) policy does not include the additional learning needs act in Wales. The child minder ensures the required Disclosure and Barring Service (DBS) checks are in place for all household members. She has valid public liability insurance as well as suitable car insurance and car road worthy checks. The child minder keeps records about the children in her care and these are organised. Records include contracts, children's information forms and parental consents.

The child minder has a very strong vision for her setting. She actively seeks feedback from parents, carers and children by sending out questionnaires. The child minder works with other professionals such as the local authority and childminding network groups and fully considers their advice and comments in the running of her setting. As a result, self-evaluation is reflective and identifies strengths as well as areas for improvement.

The child minder ensures she maintains mandatory training. For example, safeguarding training and food safety. She is also very committed to her own professional development and has attended further training such as developing her environment and risky play, inclusion, speech and language, assessments and training to support children's personal and social development. The child minder has made very good use of grants to develop environment and resources. She is registered with the Information Commissioner's Office and is a member of an umbrella organisation which is specifically for child minders.

The child minder has strong links with the community through regular visits to local children's groups and activities. She collects children from local schools and has built up relationships and routines with them over her years as a child minder. The child minder has very strong partnerships with parents / carers and ensures regular communication with them. Individual information is shared with parents / carers at pickup, within daily diaries and via private messages. Parents / carers who provided feedback were all very happy with the setting and the service the child minder provides. They commented on the child minder's warm and nurturing nature and the excellent activities and experiences she provides for the children in her care.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
--	------------	--

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	Review the opportunities for play and learning provided for all ages of children that attend and ensure relevant policies reflect how the setting operates and are clear in the how children's safety welfare is considered with in the environment.
Standard 18 - Quality assurance	Review all policies ensuring that they reflect current statutory guidance and changes to the setting.

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 19/09/2024