



## Inspection Report

**Kristy Phelps**

**Crumlin**



**Date Inspection Completed**

10/04/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	29 October 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.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

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

## **Summary**

Children are very happy and enjoy attending the setting. They feel very safe and secure in the care of the child minder. Children have excellent opportunities for play and learning. They develop their independence through a range of high-quality experiences.

The child minder has exceptional knowledge and understanding of how to keep children safe and healthy. She is patient, kind and caring. The child minder supports children's learning and development through a wide range of planned activities led by children's interests and developmental needs.

The environment is secure, clean, welcoming, and well maintained. A good range of toys and equipment promote children's play well. The child minder ensures the environment is safe and it promotes the health and well-being of children.

The child minder runs a good service. She is motivated, committed and implements policies and procedures that reflect the good level of care provided. She uses self-evaluation effectively to identify and make improvements. Parents are kept well informed and updated on their children's experiences and development.

## Well-being

## Excellent

Children have excellent choices and opportunities to make decisions about how they spend their time at the child minder's. They are confident to communicate their thoughts and ideas, as they know the child minder will listen, show interest, and take them on board. For example, children confidently tell the child minder what resources they want to play with, and they access independently.

Children are very happy at the setting and feel valued. They benefit from a strong family ethos and a sense of belonging at the child minder's house. Children enjoy being in the company of their friends, and form friendships that help them feel content. Children have developed strong bonds of affection with the child minder which gives them a sense of belonging. For example, the child minder comforts and cuddles children when they are tired, resulting in them happily falling asleep. Children receive lots of encouragement and praise which gives them the confidence to play, learn and explore.

Children form friendships in line with their age and stage of development. They play happily alongside each other or together. Children welcomed us warmly and were excited to chat and show their toys. Children told us what they enjoy doing at the setting, *"I like building the coloured boxes, they are fun, and I count them."* Children learn to respect each other and the resources, through learning to share and use equipment appropriately. They naturally show consideration for each other's needs. For example, *"he's only small, he will grow up to be big like me."*

Children thoroughly enjoy their play and learning. They benefit from an excellent variety of age-appropriate play and learning resources. They choose from a range of exciting and enjoyable activities. We saw children delight in their outdoor play experiences, watering the flowers and pretending to wash the decking and garden furniture. They also enjoy talking about clay models they and their friends have created which are displayed in the playroom. Children are motivated to follow their own interests and sustain their play for periods suitable for their age and stage of development.

Children develop a wide range of skills as they play. They have many opportunities to become independent. We saw young children encouraged to put on their own coats and shoes in preparation for the school pick up. Children access the upstairs bathroom independently to use the toilet and wash their hands before mealtimes.

## Care and Development

Excellent

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has extensive policies and procedures in place to effectively promote the welfare of all children in her care. Her safeguarding training is up to date, and she has established robust procedures to safeguard children. Accident, incident, and medication records are completed in detail and shared with parents to ensure children's health needs are being clearly monitored. Effective hygiene practices are in place with handwashing and sanitising carried out regularly. Nappy changing practice is exemplary. The child minder provides daily opportunities for children to have access to fresh air through a variety of activities including outdoor play sessions.

The child minder adopts a calm and positive approach to managing children's behaviour. She uses her experience and training to implement her behaviour management policy to a very high standard. We heard the child minder reminding a child *"we don't throw things, do we?"* She frequently offers praise and encouragement and is an excellent role model to the children. Mealtimes are sociable events where the children and child minder talk about their lives and activities they enjoy doing, while eating their lunch. The child minder shows interest and pleasure in all the children do and the children are eager to share their learning and work with her. For example, while some children were engaged in outdoor play, we saw the child minder take great interest in the play of another child, who did not want to go outside. The child minder is enthusiastic, kind and nurturing in her interactions. She offered support to a child who was struggling to put their shoes on independently. *"Your trainers are a bit hard for you to put on by yourself, aren't they? They fit you but they are new so they may be a bit hard for you to do yourself."*

The child minder creates an excellent, fun environment to support children's play and learning. She accesses training and engages with relevant outside agencies to ensure that she has the knowledge and understanding to support children extremely well. The child minder has an effective method of planning in place. She tracks children's progress and plans activities to support their development. She identifies next steps in children's learning and prioritises these for each child. The child minder uses incidental Welsh with the children, including naming colours and numbers in Welsh.

## Environment

Good

The child minder ensures that children are cared for in a safe, secure, and very clean environment. For example, the front door is locked, entry is granted by the child minder and all visitors sign in and out of the service. Risk assessments are in place and are monitored and reviewed effectively. The home is very well maintained with all required safety checks in place. Fire drills are carried out regularly. Children are supervised well and there is sufficient space and suitable facilities to meet the needs of all children who attend. Both the inside and outside play areas are welcoming and provide stimulating opportunities to extend children's play and learning.

The child minder ensures children have access to resources that are suitable for their needs and are stored in a way that allows them to choose what they want to play with independently. Children have access to two large garden areas, one to the front and one to the rear of the house. The rear garden includes water play, bikes, trikes, and plenty of room for children to run around and play ball games. However, the front garden requires maintenance to fix a broken fence. The child minder has plans in place to add chickens and a vegetable patch for the children to be able to grow their own vegetables. These facilities support children's learning and development well. Children have resources that reflect a multicultural and multigenerational, all-inclusive society. They celebrate festivals and celebrations of different cultures such as Diwrnod Santes Dwynwen, St David's Day and Diwali. This gives children opportunities to learn about their own cultures and traditions and those of others around the world. They have also recently celebrated National Fish and Chips Day where they ate homemade fish and chips for lunch out of paper cones and using wooden forks.

Resources and equipment are well maintained and of a good quality. All furniture is at the correct height for all children. Children have access to toileting facilities and age-appropriate furniture. The child minder consults with children, parents, and other professionals in order to continually develop her service.

## Leadership and Management

Excellent

The child minder leads an excellent service. She has a clear vision to continually develop her already excellent service so that children are happy, engaged and independent, within a welcoming and caring environment. She is extremely organised, and policies, procedures and record keeping are of a high standard. She has a clear understanding of her responsibilities and how the national minimum standards and the regulations support her to keep children safe and promote their learning. There is a statement of purpose in place which provides an accurate picture of how the service operates. The child minder has an enhanced Disclosure and Barring Service check. An Area for Improvement (AFI) issued at the previous inspection in respect of this has been achieved and is now closed.

The child minder consults with parents and children for their feedback into her annual quality of care review of her service. These consultations are meaningful and lead to improvements of the service. She regularly reviews her policies to keep up to date with new information. She actively reviews her service so that it is safe for children and is consistently striving to improve.

The child minder effectively promotes current best practice relevant to the children in her care. She is committed to continually developing her professional development and has attended a wide range of training to help improve her working knowledge and practices. This has a positive impact on her service and improves her confidence in supporting child led learning.

The child minder has built good relationships with parents and makes worthwhile partnerships within the local community that improve the quality of provision and outcomes for children. During the inspection, we saw thank you letters and card from parents to the child minder. Comments we read included *“my child is very happy at the childminder’s,”* *“Would trust the childminder with my own life, lovely person and very good at her job”* and *“the childminder is very supportive to us both.”*



### 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
6	Regulation 6 (3)(a)(i) Part 1 of Schedule 1, (6)(a), This is because the child minder had sought DBS checks for herself but it was basic and not enhanced as required by the regulations.	Achieved
20	Regulation 20 (4)(a): This is because the child minder had sought DBS checks for all other members of her family over the age of 16 years, but these were basic and not enhanced .	Achieved

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)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure the front garden is maintained.

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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