



## Inspection Report

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**Haverfordwest**



## **Date Inspection Completed**

18/06/2024

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

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

### **Summary**

Children thoroughly enjoy their time at the child minder's home because they have a strong voice and express themselves extremely well. They communicate effectively; consistently making choices about what they do and how they want to spend their time at the setting. Children engage in purposeful play-based activities and form positive friendships with their friends, the child minder and her assistant.

The child minder provides a warm and nurturing child centred setting to promote positive outcomes for children. She has an excellent understanding of children's individual needs and knows how best to support children in their learning and development. The child minder manages behaviours exceptionally well.

The child minder ensures the environment is safe, clean, and well maintained indoors and outdoors. The premises is welcoming, homely and well organised. The child minder provides a range of engaging resources, which extend children's play and development.

The child minder is suitably qualified and very experienced. She clearly enjoys her role and has a clear vision for her service which promotes excellent outcomes for children. The child minder communicates effectively with parents and has a strong culture of continuous professional development. The child minder's assistant has regular opportunities to reflect on his practice and is an asset to the service.

## Well-being

## Excellent

Children are very happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. They are confident communicators, chatting constantly to the child minder and her assistant and are keen to engage us in their play too. They have opportunities to make choices and decisions. For example, they decide they would like to sing songs before snack time and choose which songs they would like to sing. Children actively contribute to the running order of the day.

Children's likes and interests are fully considered by the child minder and her assistant. Children feel settled and happy at the setting as they know that they will be listened to by carers that know them very well. Children feel safe and secure because they know the child minder respects their feelings and concerns. They display positive emotional bonds of attachment with the child minder and assistant and seek out reassurance when small upsets occur. Children are very familiar with the routines and the environment. They know where to find resources and confidently help themselves, help with tidying up tasks and make their way to wash hands prior to food times.

Interactions between children, child minder and assistant are consistently positive and often humorous. Children giggle and laugh at the dining table as they join in with some gentle nonsense. They have an ease to their relationships with the child minder and assistant which makes them feel quite at home in their surroundings. Children interact successfully, co-operating and learning to share and take turns with each other. They show kindness towards each other and are developing empathy towards their friends. For example, when a child asks for help to walk across a balance beam, they have offers of help and support from their friends. Children are clearly developing authentic friendships and relationships.

Children have an excellent range of opportunities to engage in self-directed play as well as some directed activities. They are motivated and confident learners and engage in imaginative and creative play activities. For example, a child builds an obstacle course during outside play and other children quickly join in, trying out the course and very much enjoying playing together. They have excellent opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available. They can also choose to relax and have quiet times enjoying looking at books and listening to stories.

Children have extensive opportunities to develop their independence skills enabling them to do things for themselves. They receive support from the child minder promptly who is aware of children's individual needs and recognises when to step back and when to provide reassurance and support. For example, children bring out boxes during outdoor play and want to jump from one box to another. The child minder encourages independent problem solving, suggesting moving the boxes closer together enabling the children to modify their game without overly interfering.

## Care and Development

Excellent

The child minder has a very thorough understanding of her role and responsibilities. She fully understands and consistently implements her policies, promoting physical activities, personal safety and wellbeing. The child minder implements effective cleaning routines and robust hygiene practices. For example, she supports the children to develop good hygiene habits such as regular handwashing and ensures that nappy changing procedures are appropriately followed. The child minder has vigorous procedures to safeguard children and she ensures her safeguarding training and that of her assistant, is up to date. She is very knowledgeable and is confident in following the relevant processes to report concerns when necessary. The child minder records children's actual attendance times and she has excellent systems in place to record accidents, incidents, pre-existing injuries and medication administration. The child minder is experienced and carries out her role professionally. Her assistant provides exceptional support to herself and the children.

The child minder is very kind and nurturing towards the children. She manages children's behaviours exceptionally well using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. She has established excellent bonds with the children in her care and we saw her providing cuddles and affection to the children when they seek this type of reassurance. The child minder and her assistant sit with children during story sessions ensuring that children can choose their own story books. They read with the children using expression and take time to ask the children questions and let them study the pictures. She has developed her practice to ensure that story sessions offer relaxing and purposeful literacy experiences. This embedded practice is a real strength of the child minder and children undoubtedly benefit from the regular story sessions. She is an exemplary role model and has created a calm, nurturing and homely environment in which children can thrive.

The child minder has an excellent understanding of children's individual needs and ensures they are at the centre of their own learning and development. She knows them well and is confident to promote their play, learning and development. For example, during outdoor play children helped themselves to resources to expand their play ideas and are supported when they decide they would like to go on a spontaneous 'bug hunt'. The child minder has an excellent understanding of how to support children and maintains comprehensive records reflecting children's progress and achievements. She is an experienced and knowledgeable practitioner and still looks to develop and gain further understanding around child development. She keeps purposeful observation records and has a very good understanding of how these inform her next steps and areas to focus on. The child minder involves children in a variety of activities, both indoors and outdoors. She supports children in their free play, using incidental opportunities to extend discussion and learning experiences. The child minder uses some Welsh to further extend learning.

## Environment

Good

The child minder ensures the environment is safe, clean, and very well maintained indoors and outdoors. The child minder keeps a record of the visitors to the premises. The outdoor area is safe and secure, and the front door is locked once the children have arrived. She practises regular fire drills, so children are familiar with this routine. The child minder supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are a range of risk assessments in place to support safety including transporting children in a vehicle and experiences and activities which may give rise to risk.

The premises is welcoming, well organised, and homely. Children benefit from a dedicated playroom which is organised and full of resources. Within the playroom, there is low-level, accessible storage which children can easily access. Children give a 'guided tour' of the playroom resources and are keen to draw attention to a 'Hungry Caterpillar' display which prompts them to bring out more resources such as caterpillars and butterflies. Children's artwork is displayed at low levels enabling them to study their work and that of their friends, further strengthening their connection to the space. Children can move freely between outdoors and indoors and can easily access a downstairs bathroom which is clean, well maintained and child friendly. The child minder uses the outdoor play space often, it is extremely well maintained and organised. The childminder provides a wide range of engaging resources outside, which extend children's play and physical development. The outside area is partly covered allowing them to play outside in most weathers.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The layout and design of the general environment promotes children's independence well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. She introduces toys which spark exploration and encourage imaginative play. Older children who access the provision after school have opportunities to engage with crafting activities, board games and other age-appropriate resources. Diversity is positively promoted through representative resources and a sound understanding that resources of this nature should be woven into the everyday.

## **Leadership and Management**

**Excellent**

The child minder manages her child minding setting successfully and endeavours to promote excellent outcomes for children. She strives to achieve extremely high standards and deliver high quality care, ensuring she provides valuable learning and development

opportunities for children. There is a clear statement of purpose providing parents with accurate and detailed information. Policies and procedures are clear, extremely well organised and implemented well. The child minder manages her setting in line with the regulations and the National Minimum Standards. All aspects of paperwork are extremely organised.

The child minder monitors the quality of service and plans for improvements very effectively. She regularly seeks feedback from parents and children and uses the information to write an annual quality of care report and identifies areas of development. The child minder's questionnaires demonstrate very high levels of satisfaction from parents and children.

The child minder ensures that her own continuous professional development is maintained through fulfilling a comprehensive training programme. She ensures that all mandatory training is kept up to date, such as food safety and first aid. In addition, she keeps up to date with current best practice and reflects on recent training and how this can impact positively on her practice. She ensures that her assistant is suitably qualified and reacts positively to best practice suggestions to further develop his food hygiene training. The child minder completes and records thorough, strength based annual appraisals with her assistant, although the supervisions are not recorded.

The child minder has developed strong and positive relationships with parents. Feedback received from parents is extremely positive. Parents told us that they are very pleased with the setting and with the opportunities their children experience with the child minder. Parents tell us, *"Our child evidently feels secure and valued and regularly discusses both their child minder and her assistant outside the setting,"* and *"Both (the child minder) and (her assistant) know our child very well and provide regular updates on progress and activities undertaken. Overall, we believe the service provided is second to none."*



### 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)
	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)
Keep written records of assistant's supervisions.
Ensure that assistant completes Food Hygiene training.

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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