



Inspection Report

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Hereford



Date Inspection Completed

24/04/2024

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About the service

| | |
|---|---|
| Type of care provided | Child Minder |
| Registered places | 7 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 13 April 2018 |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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> | Excellent |
| <u>Leadership and Management</u> | Good |

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

Summary

Children thoroughly enjoy their time with the child minder. They have a very strong voice and excellent opportunities to make decisions and choices about what they do and how they spend their time. Children confidently choose toys and activities which interest them from the selection available. They benefit from positive, warm relationships with the child minder and each other.

The child minder is nurturing and caring and successfully meets children's needs. Her interactions with children are consistently high quality and she manages children's behaviour sensitively. The child minder offers an excellent range of free-play opportunities and plans enhanced activities and outings that further support children's play and learning.

The child minder ensures her home is safe, clean, and well maintained. The premises are welcoming, homely, and well organised. The child minder provides an excellent enabling environment both inside and outside where children can learn and develop safely.

The child minder manages her setting well and provides a service with a focus on the needs and happiness of the children in her care. Paperwork is well organised and reviewed regularly. The child minder develops strong partnerships with parents who are highly complimentary of her service.

Well-being**Excellent**

Children are very happy and relaxed with the child minder. They have an extremely strong voice and make many choices about how they spend their time. For example, they choose what they want to play with, what fruit they eat at snack time or what story they want the child minder to read. Children communicate confidently. They interact constantly with each other and the child minder in ways appropriate for their age and stage of development, asking for or indicating what they want. As a result, they can make their opinions and wishes known which supports them in their decision making.

Children feel safe to explore. They are clearly happy, confident, and extremely well settled at the setting. Children have opportunities through activities and discussions to express if they are feeling happy or sad or grumpy and as a result start to learn about feelings and naming them. They benefit from a child minder who knows them very well and develop close bonds with her and each other. Children are very familiar with the routines of the day which helps them develop a strong sense of security and belonging.

Children behave and interact extremely well, especially considering their young ages. They cope well with minor upsets and respond positively to explanations and resolutions offered by the child minder. Children play remarkably well alongside each other such as when playing with the mud kitchen and listen carefully to the child minder when she encourages them to work together, to take turns or to share.

Children thoroughly enjoy their play and learning. They benefit from an excellent range of activities and opportunities. They are curious and self-motivated to explore new experiences. For example, they all spent time exploring the lemons, limes and rose petals added to the mud kitchen resources and joined in enthusiastically when the child minder suggested they help her clean out the sand tray. Children develop concentration as they persevere with these activities, listen to a story, or join in with songs. They were delighted to stop and watch a helicopter fly overhead, with one child also noticing and pointing out the 'big bird' in the sky as well. During their play, children have many opportunities to learn and develop, for example, they begin to name colours, use numbers, and develop their vocabulary. They develop physical control such as when putting train tracks together, painting or using wheeled toys outside. Children also have excellent opportunities to extend their experiences through trips and outings such as to the post office or library.

Children have very good opportunities to develop independence and self-help skills which allows them to do things for themselves successfully and develops their self-esteem. For example, they eat with little or no help using fingers or cutlery as is appropriate. They wipe their own hands and faces, make very good attempts to put on their shoes or boots and, as they get older, learn to use the bathroom independently.

Care and Development

Excellent

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has recently updated her safeguarding training in line with the requirements of the revised National Minimum Standards and has comprehensive Child Protection policies in place to support her practice. The child minder records all accidents, incidents, and existing injuries and ensures she informs parents of these. She records the times of children's attendance although following the inspection visit, she amended her system to make the actual times clearer. The child minder follows thorough hygiene procedures in relation to food preparation and serving and nappy changing. She encourages a healthy lifestyle, providing healthy snacks and ensuring children get plenty of fresh air and exercise.

The child minder interacts with children exceptionally well. She is calm, patient, and caring. The child minder manages behaviour skilfully using gentle tones and clear explanations of what children need to do if there is a problem. She uses distraction methods and lots of praise to reinforce good behaviour. All the children were also very proud to show us the sticker they chose as a reward for good listening at story time. Children respond positively to the child minder and, as a result, behave extremely well. The child minder acts as an excellent role model.

The child minder effectively supports children's play and learning. She provides a play-based setting where children can follow their own interests and lead their own play. Alongside, she plans interesting, enhanced activities that support and extend children's skills and thinking. For example, resources added to the mud kitchen attracted children to play. This enabled conversations about scent, the temperature of the water, the 'glug glug' sound bottles made when children filled them, and the wet footprints left on the patio. It also gave rise to opportunities to discuss taking turns and sharing. The child minder notices things children do or don't do and notes them in her planning book to include in her activities. She does not track children's development although she has identified this as something she would like to develop. The child minder is responsive to spontaneous opportunities such as drawing attention to the sound of sirens and discussing what they mean, naming the big bird spotted by a child as a red kite or turning a request to play with sand into an opportunity to work together to clean out the sand tray after a long, wet winter. She is skilful at commentating on what children are doing which supports their thinking and language development and her interactions help children develop skills and understanding in all areas of learning. The child minder uses incidental Welsh throughout the day. She further enhances children's knowledge and understanding of the wider world through trips and outings.

Environment**Excellent**

The child minders home is exceptionally clean and well maintained. It is safe and secure with external doors locked and keys inaccessible to children. Safety features such as baby gates are in place both inside and at the bottom of the outside steps that lead from the street to the property. The child minder keeps a record of visitors to the premises. She has comprehensive health and safety policies in place to support the identification of potential hazards and how to eliminate risks. She reviews these regularly. We did not see any hazards during our visit. The child minder ensures she has an annual gas appliance service. She carries out and records monthly evacuation practises which are done at different times to ensure all children she looks after have opportunities to become familiar with what they need to do in an emergency.

The child minder creates an excellent enabling environment that is child friendly and homely both inside and outside. Children use the dining room for eating, arts crafts, and cooking. They benefit from a dedicated and attractive playroom which has direct access to a downstairs toilet, thereby supporting children's developing independence in personal care. Although not large, the playroom is well thought out and organised in a way that promotes children's independent access to many quality resources displayed on open shelves. The playroom includes a cosy chair by a well-stocked book box and displays celebrate what children have done and support their learning and development. For example, a poster of rules helps children understand kind hands, having fun, sharing, saying please and thank you. A further display reflects a recent focus. Children have decorated a pond with their artwork of frogs and ducks, laminated words to the two rhymes are displayed underneath it. A further interactive display of small ducks, frog puppets and related soft toys is set up on a nearby shelf with numerals and milk bottle tops numbered one to five. This supports children's learning across a range of related activities. The playroom has further direct access to a large, secure, and private patio area. This provides further extensive and exciting resources and equipment and features an open-sided summer house used to accommodate a cosy corner and storage. Children also have occasional use of a garden area at the rear of the house where they can enjoy a large trampoline with safety netting, swing bars and a grass area.

There is an extensive range of good quality resources both inside and outside that are clean, safe, and suitable for the children using them. There are plenty of resources to promote awareness of diversity and cultural differences although space means these are not always fully evident. The child minder makes very good use of natural and re-cycled materials. For example, she has used car tyres to house a bug hotel and dinosaur world, both created with the children and there for them to add to as they wish. They use stones as counters and the mud kitchen has resources such as soap dispensers and washing up liquid bottles alongside things such as graded containers, funnels and pipettes.

Leadership and Management

Good

The child minder runs an excellent child-centred setting. Paperwork is well organised, easily accessible, and regularly reviewed. The child minder has a comprehensive range of good policies to support her in the safe and smooth running of her setting although one or two needed minor amendments along with her Statement of Purpose. She updated these documents immediately following the inspection visit.

The child minder understands her responsibility to review her practice. She seeks the views of parents and children and uses them to inform an annual Quality of Care review that offers some evaluation of her setting and practice. The child minder informally identifies areas she would like to develop such as her tracking of children's development. She is committed to on-going development of her setting and works positively with Care Inspectorate Wales.

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 many 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 periodically applies for local authority grants which she makes good use of to buy equipment and resources such as the garden summer house.

The child minder works with the local authority business support team and makes connections with other local child minders. She also makes use of the local library, post office and playgroups. The child minder develops strong partnerships with parents. She collects all relevant information before children start with her to ensure she can meet their individual needs. The child minder keeps parents well informed about their children and what they do through a variety of methods that include in person feedback, a daily diary sent to all parents, electronic messaging, and email. We saw many highly complimentary comments from parents as part of the Quality of Care review, they indicate they are extremely happy with the service they receive and feedback questionnaires we received all gave excellent responses.

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. 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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 resources to promote diversity and cultural awareness are better included in the environment. |
| Standard 18 - Quality assurance | Develop the Quality of Care review to be more evaluative in order for it to better support planning for development. |

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) |
| Consider the Quality Framework for Early Childhood Play, Learning and Care in Wales to support assessment and further enhance planning for learning. |

| 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. |

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