



## Inspection Report

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**Welshpool**



**Date Inspection Completed**

06/09/2024

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	7 November 2018
Is this a Flying Start service?	No
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>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

### **Summary**

Children have a strong voice, confidently following their routines and sharing their thoughts and needs. They settle well as they feel happy and valued in the care of the child minder. Children enjoy interacting with others and communicate confidently. They enjoy their play experiences and develop good independence skills.

The child minder effectively implements procedures to keep children safe. She promotes a healthy lifestyle through the activities provided. The child minder is caring and responsive to the needs of the children. She interacts in a way that supports and encourages children's communication skills and helps them to develop their speech and language.

The child minder follows effective procedures and provides a safe and secure environment. She arranges her home to accommodate children and give them the space they need to play and learn. The child minder understands child development and ensures she provides a range of suitable resources to keep children engaged and occupied.

The child minder manages her service well and makes sure most policies and procedures are in place. She completes regular self-evaluations of her setting to ensure she is providing suitable care for the children. The child minder develops positive relationships with parents/carers and uses the local environment well to give children a sense of belonging in the community.

## Well-being

Good

Children feel confident in the care of the child minder. Their wellbeing is always respected, helping them to express themselves and their needs well. Children happily choose how they spend their time as they freely move around the environment, accessing what they want to play with. They can follow their own routines such as, sleeping or having a rest when they are tired and having food and drink when they are hungry or thirsty.

Children develop a positive relationship with the child minder, which supports them to feel settled. They are very familiar with their surroundings and the routines. Children are listened and responded to well by the child minder, helping them to feel valued. For example, children enjoy sharing their experiences with the child minder who responds with interest. They receive support, care and positive praise to help them feel settled, happy and develop a positive self-esteem.

Children enjoy interacting with others. They were keen to share their experiences with us and tell us about what they were doing. Children develop good communication skills as they enthusiastically play alongside the child minder. For example, discussing what cake they had made in the kitchen or what weather picture they like the best. Children are polite and need no reminders or support to say please and thank you at the appropriate times.

Children follow their interests as they have access to suitable resources. They fully engage in their chosen play experiences and focus for an appropriate length of time for their age and stage of development. For example, when painting a picture and concentrating on the colours they want to use.

Children are confident to attempt things for themselves as they know they can ask for help and support if needed. They independently access their belongings when they want their drink or lunchbox and access play resources they need. Children happily and independently feed themselves and have a go at routines such as putting on and taking off their shoes.

## Care and Development

Good

The child minder implements effective routines to ensure she keeps children safe. She has up to date first aid training and records accidents and incidents appropriately. This ensures minor injuries are dealt with and all information is shared with parents/carers. The child minder has up to date safeguarding training and was able to clearly explain the procedure to follow should she have any safeguarding concerns about a child. She records children's attendance including the exact time of arrival and departure from her setting. The child minder conducts regular fire drills, so she and the children are aware of the procedure to follow in an emergency.

The child minder effectively promotes children to lead a healthy lifestyle. Although she does not routinely provide snacks or lunches, if children do want a drink, she provides them with water. She ensures children have lots of opportunities to get fresh air and be active. She arranges regular trips in the local area, walks to and from school when taking and dropping children off and ensures the garden is accessible.

The child minder has a caring, supportive and warm manner with the children. She shows interest and understanding when interacting and communicating with the children. The child minder effectively gets involved in the children's play when it is appropriate to do so. The child minder encourages children to express themselves as they model good speech and language. She makes routines such as lunchtime a sociable experience as she sits and talks with children, sharing experiences and deciding what they want to do later in the day.

The child minder has a suitable knowledge of child development, which supports her in being able to provide effective activities and resources. She gets to know the children well, understanding and catering well for their needs and routines. The child minder happily allows children to have a snack when they express that they are hungry and ensure drinks are freely available for them to access. The child minder keeps some records of children's milestones, so she is aware of their developmental needs. These are recorded and shared with parents at regular intervals. The child minder plans some activities such as craft relating to special events and celebrations, but most activities are child led, which ensures children can follow their interests and build on previous experiences.

## Environment

Good

The child minder provides a safe and secure environment. She follows effective procedures, such as, locking external doors, to keep children safe. The child minder conducts and reviews risk assessments on all areas used by the children to ensure any hazards have been identified, eliminated where possible or managed effectively. For example, using a safety gate to prevent children from going upstairs. She completes risk assessments on places visited regularly and outdoor routines including walking to and from school and visiting the local park.

The child minder arranges her home to accommodate children and give them the space they need to play and learn. Children have use of the kitchen for a variety of activities including craft and messy play. The front room has space for floor activities and areas where children can relax and have some quiet time. The utility/hallway has some storage for resources and areas for role play and has direct access to an enclosed garden. The outdoor space gives children a range of opportunities, with a grassed area for freely chosen play activities and a patio area where children can ride their bikes and trikes. All the areas are well maintained and clean, providing a warm and inviting space for children.

The child minder has a good knowledge of what the children in her care enjoy playing with. She understands child development and ensures she provides a range of suitable resources to keep children engaged and occupied. Resources are well maintained and regularly checked when they are given to the children and when they are put away. The child minder ensures children have access to suitable toilet and handwashing facilities so those who are able, use them independently.

## Leadership and Management

Good

The child minder manages her service well. She makes sure most policies in place are effective and provide the correct procedures to follow. However, the safeguarding policy did not have full information about the signs she needs to be aware of and the procedure to follow to ensure it meets requirements. While no immediate action is required, this is an area for improvement, and we expect the child minder to take action. The child minder organises her paperwork well, so all information is easy to find. She ensures she collects the required information from parents about their child, so records are complete. The child minder has developed a statement of purpose. However, it does not include all the required information needed to ensure parents can decide if it is the right care for their child. While no immediate action is required, this is an area for improvement, and we expect the child minder to take action.

The child minder completes regular reviews of her setting to ensure she is providing suitable care for the children. She completes an annual quality of care review, gathering the opinions of parents/carers and children using her service. She then considers these when making possible improvements. Comments made by parents included *“Loves coming to you and it feels like we are dropping her off with a loved one, not someone whose job it is”* and *“I think you’re brilliant and I feel at ease when my child is in your care.”*

The child minder makes sure she keeps her core training up to date, including paediatric first aid and safeguarding. She ensures Disclosure and Barring Service (DBS) checks are kept up to date for herself and any household member over the age of 16. The child minder manages her resources well ensuring they are kept clean and well maintained and are suitable for the children she is caring for.

The child minder develops positive relationships with the parents/carers. She keeps them updated on their child’s day, experiences and routines. She does this through informal conversations when they are dropping off and collecting their child and through media devices. The child minder has links with the local school as she regularly drops off and collects minded children. This helps with their transition to school. The child minder uses the local environment well to give children a sense of belonging in the community and also to further enhance their experiences and opportunities.



### 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.

### Area(s) for Improvement

Regulation	Summary	Status
15	The child minder must ensure she has a statement	New

	of purpose that includes all the required information.	
22	The child minder must ensure their safeguarding policy includes all the required information.	New

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

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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