



Inspection Report

Gemma Fenner

Knighton



Date Inspection Completed

16/07/2024

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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 | 17 September 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. |

| | |
|--|------------------|
| <u>Well-being</u> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Excellent |

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

Summary

Children are very happy and relaxed with the child minder. They are extremely confident and feel happy, safe, and secure to explore. Children's interactions are positive. They thoroughly enjoy their play and learning opportunities and lead their own play. Children have excellent opportunities to develop independence skills.

The child minder has an excellent understanding of her responsibilities to keep children safe and healthy. She interacts with the children exceptionally well. The child minder is a very good role model and effectively supports and enhances the children's play and learning opportunities.

The child minder's home is very clean and very well maintained. The child minder creates an excellent enabling environment that is child friendly and homely both indoors and outdoors. There is a range of good quality resources suitable for the ages and stages of children's development.

The child minder runs a very well organised setting, where she strives for positive outcomes for children and their families. She understands her regulatory responsibilities and regularly reviews the quality of the care of the service. Partnerships are effective.

Well-being**Excellent**

Children are very happy and relaxed with the child minder. They have an extremely strong voice and confidently make choices about how they spend their time. For example, they choose to play with the sand, messy creative play, and the dart board. Children communicate confidently. They interact with the child minder constantly either through words and phrases or by gestures and nonverbal cues.

Children feel happy, safe, and secure to explore with great confidence. They are extremely well settled at the setting from a young age and feel free to move around the indoor and outdoor areas. For example, children move freely from the playroom to the hallway and the lounge. Children feel a sense of pride and achievement. They have a sticker chart for example, to celebrate achievements and proud moments are recorded. Children are very familiar with their routines of the day, and they have developed a strong sense of security and belonging. They smile at the child minder as they play and run to her for spontaneous cuddles.

Children's interactions are extremely positive. They play remarkably well alongside each other for their ages and stages of development. For example, they supported and helped each other during tidy up time. Children respond exceptionally well to the interactions with the child minder. They share stories with the child minder about their friends and family, and foods they like to eat.

Children thoroughly enjoy their play and learning opportunities. They benefit from an excellent range of activities and resources. They are curious and self-motivated to explore new experiences. Children concentrate for a substantial amount of time for their ages and stages of development.

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 responsibilities to keep children safe and healthy. She has advanced level safeguarding training in line with the requirements of the National Minimum Standards and has a very good understanding of her policies and procedures in relation to safeguarding and keeping children safe. There is a record of children's attendance, and all incidents, accidents and medication records are signed. The child minder follows effective hygiene procedures in relation to food preparation. She promotes a healthy lifestyle ensuring the children have plenty of fresh air and exercise.

The child minder interacts with the children exceptionally well. She is calm, patient, and caring. The child minder manages behaviours skilfully using gentle interactions and clear explanations to children. She uses distraction methods and lots of praise to reinforce good behaviours. The child minder is a very good role model. She encourages children to say 'please' and 'thank you' as they receive their snack which is respected and acted upon by children.

The child minder effectively supports the children's play and learning. She provides a play-based setting where children can follow their own interests and lead their own play. She has a record of planning and activities that happen in the moment and seasonal and celebrational craft activities along with next steps for each child. She enhances the learning areas that extend the children's skills and creativity. In play she extends the children's ideas. The child minder promotes Welsh language by using incidental Welsh. She encourages children to listen to stories and play board games.

The child minder knows the children very well. She uses assessment tools and observation to track children's progress and ensures their developmental next steps are enhanced and embedded. She further enhances children's knowledge and understanding of the wider world through trips and outings which include regular trips to visit older people. The child minder has a good knowledge and understanding of additional learning needs and knows where to access support if needed.

The child minder regularly goes out of her way on her days off to continue to support the families she works with. For example, attending school assemblies when the parents can't attend.

Environment

Good

The child minder's home is 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. 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. 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 a good 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 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 kitchen has direct access to a large, secure, garden. This provides further extensive and exciting resources and equipment and is in the process of being further developed.

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.

Leadership and Management

Excellent

The child minder runs a very well organised setting, where she strives for excellent outcomes for children and their families. Paperwork is organised 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. The statement of purpose complies with regulation and is a very good reflection of the setting.

The child minder understands her responsibility to review her practice. She seeks the views of children, parents, and other professionals to inform her of positive and excellent practices. The child minder identifies ways to improve and develop her setting by creating targets.

The child minder is a very well qualified childcare practitioner, and she ensures all mandatory training is up to date for paediatric first aid, advanced safeguarding, and food hygiene. The child minder ensures that she and all current household members have current Disclosure and Barring Service checks in place.

Partnerships are excellent. She works with other professionals to enhance the service she offers. The child minder takes children on various outings which include the library, parks, toddler groups, local care homes and trips. She works in partnerships with medical and other professionals to support children with additional learning needs. Partnerships with parents are very positive. She ensures parents are aware of their children's development needs and attainments through communication via a private social media page. Parents feel that the childcare provision is excellent.

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) |
| | 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) |
| To gain written permission from parents in relation to travelling with another child minder |

| 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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