



Inspection Report

Lisa Williams

Fishguard



Date Inspection Completed

24/07/2024

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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	21 June 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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children enjoy their time at the child minder's home. They feel safe, happy, and valued. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the selection available. They have very positive and affectionate bonds of attachment with the child minder and each other. Children are well supported and encouraged in developing their independence.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She 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 opportunities. The child minder manages children's behaviours successfully. She engages positively with children, whilst promoting their learning and self-esteem.

The child minder ensures the environment is safe, clean, and well maintained. The property is welcoming, homely and well organised. Suitable risk assessments and safety checks are in place. The child minder provides a range of engaging resources, which extend children's play and furthers their development.

The setting is managed well. The child minder is very organised and keeps all the required records to a good standard. Communication with parents is effective, feedback received is very positive. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting. She has a strong culture of continuous professional development and looks for ways to improve her practice.

Well-being**Good**

Children are happy, comfortable and thoroughly enjoy their time at this setting. Children have a strong voice and feel comfortable to express themselves. Older children are especially keen to engage us in their play experiences and provide positive feedback about their time at the child minder's setting. Children have opportunities to make choices and decisions. They are asked, for example, what resources they would like to play with next and if they would like strawberries for their morning snack.

Children positively engage and chatter away to the child minder, receiving nurturing responses to their questions. For example, children ask the child minder what they were like when they were little and listen intently when she tells them they enjoyed books. Children clearly feel safe, happy, and valued. They are very settled, relaxed and feel quite at home. Children display positive emotional bonds with the child minder and are completely at ease with her. Children know the routines well. For example, they take turns to wash their hands before lunch time and helpfully tidy away resources when they have decided that they have finished playing with an activity.

Interactions between children and the child minder are consistently good. Children cooperate well and are actively engaged and interested in their play and the routines of the day. Children are treated with respect as their views are taken into account. For example, older children negotiate with the child minder regarding a time for lunch and shake hands when a deal is agreed. Interactions between the children are positive and they enjoy playing together. Older children show that they are gentle and mindful of the younger children and display patience when younger children join in with their play.

Children carefully choose activities that interest them. They enjoy their play and learning. For example, they play cooperatively, making a track for assorted vehicles. Younger children are encouraged to engage with a range of sensory toys and activities designed to develop skills such as fine motor for instance. They sustain focus with activities for an age-appropriate length of time and listen to the child minder when she suggests additional resources to add to their play. Children have good opportunities to initiate their own play. They are supported to make choices and the child minder plays along with them when invited to do so. Children are able to relax and enjoy quiet times. Children were seen lying down and relaxing on soft cushions in a small tent, enjoying some time out from the activities.

Children are well supported and encouraged in developing their independence. They are self-sufficient within the setting. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and also raises their self-esteem.

The child minder has a range of appropriate policies, which promote children's safety and well-being. Her safeguarding training is up to date, and she has procedures in place to safeguard children, appropriately answering child protection scenarios. The child minder promotes and meets children's health needs successfully. She holds current first aid and food hygiene certificates. There are organised systems in place to record accidents, incidents and medication administration. The child minder provides healthy food choices; however, drinks were not offered to the children until lunch time. Effective hygiene practices are in place, with regular cleaning routines followed. Nappy changing procedures are appropriately followed.

The child minder has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. Within the policy, she outlines that she uses praise as a reward for wanted behaviours such as sharing. The child minder has a sound understanding that using praise in this way builds children's self-esteem and reinforces positive behaviours. She follows the policy and uses the management strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. The child minder models the language associated with good manners and always acts as a good role model. She engages successfully with children, whilst promoting their play and learning. Interactions are consistently gentle and nurturing, demonstrating respect, warmth and kindness. The child minder strives to ensure that non-verbal children's needs are understood and met. She goes to great lengths to ensure all the children in her care feel included and heard. This is a real strength of the child minder.

The child minder is aware of the children's individual development. She knows the children very well and has a good understanding of each child's individual needs and routine. The child minder keeps effective developmental records and has a good understanding of how these inform her next steps and areas to focus on. She 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 opportunities. For example, she enters into imaginative play with older children and provides ideas to extend their play and resources to enable this. With younger children, she keenly observes their progress and thoughtfully identifies their next steps, even making homemade resources such as a 'lollipop posting container' to support their progress. Engaging with the children in this way leads to sustained engagement and supports their enjoyment of play. The child minder does not use Welsh to further extend learning. People who use the setting told us, "*We are always amazed by the clever, ever-changing ways she finds to both keep them entertained and challenged, while encouraging them to socialise and learn every day.*"

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 monthly fire drills, so children are familiar with this routine. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for. There are appropriate risk assessments in place for all areas of the house, garden and any outings undertaken with the children.

The premises is welcoming, well organised, and homely. Children benefit from ample space to play, and toys and resources have a prominent position within the child minder's home. Low-level, accessible storage allows the children easy access to toys and resources. Children have lots of floor space to play as they move between the lounge and playroom. Children's work is attractively displayed in the playroom further strengthening their connection to the space. They proudly point out their work and impressively detail the life cycle of a strawberry, pointing out the stages on their pictures. Although we did not see children play outside during our visit due to ongoing garden improvements, children can move freely between outdoor and indoors. The outdoor space is safe and well maintained. The planned addition of a canopy and new patio area will impact positively on children's play enabling them to play outside in most weathers. Children have access to resources which develop their physical skills and promote play such as ride on vehicles, a mud kitchen and water play. A downstairs bathroom is easily accessible, clean, well maintained and child friendly.

Inside, the child minder encourages children to freely explore a good range of quality toys and play equipment to suit their individual needs. The child minder has a storage area of toys and ensures that toys are frequently rotated ensuring that the selection in use reflects the children's needs and interests. The child minder makes sure that the children have access to an appropriate range of equipment that sparks curiosity and learning. She is knowledgeable about current best practice such as the curiosity approach and strives to use toys and resources to promote imaginative play and develop skills. This area of the child minder's practice is strong. Diversity is positively promoted through representative resources and engaging with varied celebrations.

Leadership and Management**Good**

The child minder runs her setting well. She is very organised and keeps all the required records to a good standard. A statement of purpose is in place, which has been updated during the course of this inspection and now provides an accurate reflection of the service provided. The child minder has a range of accessible and beneficial policies in place. She is suitably qualified and has a clear vision for the future running of her setting. She has a strong culture of continuous professional development and reflects on what she can implement into her own practice following the training. Updating her practice in this way and a commitment to continuous development positively benefits the children in her care.

The child minder reviews and reflects upon her service and produces a purposeful quality of care report. She seeks information from parents and children to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The report looks at what works well and considers areas for improvement. The child minder engages positively with Care Inspectorate Wales, consistently and swiftly acting on recommendations in relation to her service.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal handovers and private messaging. The child minder makes good use of local amenities regularly taking children out to local beaches, woodland walks and parks. She occasionally meets with other professional child minders in the area. Some people who use the setting have completed online questionnaires as part of this inspection. Feedback received is very positive. They tell us, *“(She) has always provided the best care with complete professionalism; she has proved herself trustworthy, fair and honest at all times,”* and *“Amazing child minder and to be at work and know my children are safe and happy is lovely.”*

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	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)
Standard 12 - Food and drink	Ensure fresh drinking water is available to children at all times.

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)
Develop the use of basic Welsh within the setting.

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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