



Inspection Report

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Brecon



Date Inspection Completed

22/05/2024

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About the service

Type of care provided	Child Minder
Registered places	4
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert] 15 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

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Children are happy and settled and enjoy their time at the setting. They are confident to express themselves as they are consistently listened to. Children are building positive friendships; they are happy to play in groups or on their own. They choose from a range of activities and are enthusiastic about their play and learning. Children are developing their independence well and enjoy learning through play.

The child minder understands her role in keeping children safe and healthy. She provides safe and nurturing care. The child minder manages interactions well and uses positive strategies to support children's behaviour. The child minder provides a good range of activities that children find engaging and promotes their learning and development.

The child minder provides an environment with effective measures in place to ensure the safety and welfare of children. She ensures the environment is secure and very well maintained, both indoors and outdoors. The childminder provides a good range of resources to motivate and meet all ages and stages of development.

The child minder manages her service well. She is organised and has a good range of policies and procedures in place. The childminder keeps suitable records. She has positive partnerships with parents who use her service. She monitors and reviews her service regularly to improve outcomes for children.

Children have plenty of opportunities to make choices and decisions at the setting, their voice is strong. For example, children choose to play with a play work bench and tools and “repair” things around the house. They chat with the child minder about what they would like to do after lunch. Children’s views are considered when planning activities and projects. They are confident in communicating their wants, needs, thoughts, and ideas. We saw children confidently chatting with the child minder about the activities they were engaged with and eagerly inviting her into their play.

Children are happy, settled and enjoy attending the setting. They appear relaxed in the child minder’s consistent care. Children benefit from strong bonds with the child minder, who knows them well. We saw children laughing and joking with the child minder whilst they eat their lunch. Children are familiar with the routines at the setting which adds to their sense of security and belonging. For example, they go calmly to wash their hands and sit at the dining table in preparation for having lunch.

Children play happily with or alongside each other according to their age and stage of development. Children benefit from opportunities to play with children of different ages at the setting. For example, we saw older children naturally practising their reading and performance skills as they read aloud to a group of younger children who sit listening attentively. Children show respect for each other, the child minder, the equipment and resources.

Children are highly motivated and engaged in their play and learning. Children enjoy the resources available and eagerly choose what they are going to play with. We saw children of various ages take part in a variety of activities. For example, a child was thoroughly engrossed in creating structures with construction toys and another child smiles and laughs as the child minder reads and laughs as they enthusiastically danced to music.

Children have good opportunities to develop their independence skills. They take their time with the activities that they choose, without being rushed. For example, a child asked to read a book *“Can you help me?”* The child minder responded warmly with, *“of course which one would you like me to read. Shall we read it together”*. A child independently completed the jigsaw and responded with smiles saying, *“I’m going to do it again”* demonstrating a sense of achievement and pride. Children are independent in their use of the toilet and their ability to wash their hands. They enjoy the independence of going to the bathroom.

Care and Development

Good

The child minder has a good understanding of her role and responsibility to keep children safe. She has a clear understanding of safeguarding issues, the signs and symptoms of abuse, and her own duty to report any concerns. She has up to date mandatory training including safeguarding, paediatric first aid and food hygiene. The child minder encourages good health and hygiene practices/routines at the setting. For example, she encourages children to wash their hands after playing outdoors and before food was served. The child minder has appropriate systems in place to record accidents, incidents, and pre-existing injuries and the administration of medication. The child minder has a good knowledge of children's allergies, dietary requirements, and medical needs. She keeps accurate registers of children's attendance. The child minder ensures children have access to regular outdoor play experiences, both in her garden and in the local area. This offers children the benefits of regular physical exercise and fresh air.

The child minder is responsive, caring, and warm in her interactions with the children. She is a good role model and uses plenty of praise and encouragement to support children and reinforce positive behaviour. The child minder has some inventive and effective strategies to support behaviour management and enhance children's enjoyment at key points during the day. For example, she understands children's non-verbal cues regarding milk feeds, sleep, nappy changes, and toileting, ensuring eye contact and gentle dialogue throughout these routines. For instance, during a nappy change, a young child babbled, and we saw the child minder maintaining eye contact and responding with warm chatter.

The child minder knows children and their individual needs extremely well. She observes what they do closely and plans activities daily to support their continued learning and development. The childminder keeps developmental records on each individual children and plans for their next steps. These books are given to the parents/carers of the children when they leave the service. The child minder naturally extends children's play and learning through conversations as she shares activities with them. For example, we heard her discussing colours, numbers and repeated words as she sat and read aloud a story book the child had chosen. The child minder uses incidental Welsh with the children. Children with additional learning needs are supported appropriately and she ensures they receive care which meets their individual needs.

Environment

Good

The child minder has effective measures in place to ensure children are safe. She ensures the environment is secure and very well maintained both indoors and outdoors. The child minder ensures the main door is always locked. She offers an environment which is welcoming and with strong hygiene practices in place. The child minder carries out regular fire drills and there is an evacuation process. We viewed written logs viewed demonstrated clear information and notes are maintained. However, no recent fire evacuation records were available to view at inspection. Prior to the production of this report the childminder provided evidence that a recent fire drill has been undertaken and a record has been maintained. The child minder keeps a comprehensive file of all relevant environment, building safety checks and certificates such as public liability insurance, which are updated annually. The child minder ensures all visitors sign a daily diary, which also records those in attendance and a summary of each day's activities. The child minder also keeps an attendance register and records children's arrival and departure times and parent contact numbers which are signed by parents. Risk assessments are purposeful and are reviewed. The child minder ensures ratios are always maintained.

The home environment is warm and comfortable. It provides children with a light and bright area to play, with a 'home from home' feel. The childminder has made decorative improvements to the house and the main play spaces resulting in the child minder's home being cosy and immaculate. The child minder's open plan design offers a lovely indoor play space for children to move freely. In the kitchen area there are highchairs and booster seats available so that children can access the table for mealtimes and messy craft times. The child minder ensures children are always supervised, and she understands levels of risks and acts on these accordingly. Additionally, the child minder makes good use of the local area to enable children to have varied experiences in the fresh air and natural world.

The child minder ensures resources are of a high quality and in very good working order. She ensures resources are purposeful offering opportunities and experiences for children to learn and develop new skills. The child minder provides good quality age-appropriate toys and learning resources, they are well-organised into boxes and are accessible to children at their height. There is a selection of Welsh books and resources. The child minder keeps storage boxes in the kitchen, dining and lounge area which include books, small world, and transport toys, construction, threading, puzzles, craft and role play toys. We saw children safely access and use a range of different resources from around the playroom and kitchen. There is direct access to the back garden area from the main playroom which enables children to make independent choices as to where they play.

Leadership and Management

Good

The child minder organises her setting very well. The required policies, procedures and risk assessments are in place, they are high quality, reflect current practice and are regularly reviewed. A minority of policies needed some adjustment at the time of inspection. The child minder took steps to amend the required documents immediately. The child minder has an up-to-date statement of purpose, which is compliant with regulations. Public liability insurance is valid. Records are completed and organised and include contracts, children's information, and parental consent forms.

The child minder demonstrates good leadership skills. She has a clear vision for the future of her setting and is committed to her own continued professional development. She is well-qualified. The child minder seeks the views of children and parents as part of her self-evaluation and planning for improvement. Along with fully engaging with the inspection process. She completes an annual quality of care review of her service.

The child minder organises her day to meet the needs of the children in her care. The child minder has an up-to-date disclosure and barring service check (DBS) to confirm her suitability as a registered child minder. She ensures any residents at her home who are age 16 or over also have current DBS checks.

The child minder promotes positive partnerships with parents. She provides daily verbal feedback to parents upon collection. Parents feedback is positive, and they confirmed that they are happy with the care provided and have confidence in the child minder's ability to safely care for their children. It was clear to see how comfortable parents/carers felt with the child minder as they arrived to collect children.

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
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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)
Standard 24 - Safety	Ensure that regular fire drills are carried out and recorded.

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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