



Inspection Report

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Tenby



Date Inspection Completed

01/10/2024

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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	[Manual Insert] 28 March 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.

<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 thoroughly enjoy their time at the child minders home. They have a good voice and can make decisions about what they do. Children are confident communicators and have very positive and affectionate bonds of attachment with the child minder and each other.

The child minder is nurturing and caring. She interacts with children in ways that successfully meet their needs and manages behaviour sensitively. The child minder offers a stimulating range of free play opportunities and planned activities.

The child minders home is a safe and secure place for children. She ensures it is welcoming, homely, clean, and well maintained. Comprehensive risk assessments are in place. The child minder provides a range of engaging resources, that support children's play and development.

The child minder manages her setting well. Paperwork is well organised and regularly reviewed. The child minder reviews her service annually and is committed to continuous professional development. She makes strong relationships with parents who told us they are extremely happy with the service they and their children receive.

Well-being**Good**

Children are very happy and relaxed with the child minder. They have a good voice and can make choices about what they do and how they spend their time. The child minder regularly asks children what they want to do, and most children confidently indicate what that is. For example, after snack they ask for Freddy which is a game with a frog puppet. The child minder currently only cares for children up to the age of three, but they are very confident communicators using emerging speech and gestures to make their wishes known.

Children feel safe and valued. They settle very quickly when they join the setting and form close, positive bonds with the child minder. They benefit from a child minder who knows them very well. Children follow the routines of the day well which helps them develop a strong sense of belonging. They make strong relationships with each other and begin to play together, as well as alongside each other, from an early age.

Children behave and interact extremely well, especially considering their very young ages. They learn to share and take turns and begin to develop empathy for others. We saw them show concern for a child who fell over and had a small bump and share books with each other as they wait for nappy changes. They listen well to the child minder as she guides them through the day, often with song, and respond when she offers solutions to minor disagreements or upsets.

Children thoroughly enjoy their play and learning. They join in enthusiastically and for extended periods with games and activities with the child minder. They successfully begin to name colours, shapes and animals, count and explore letter sounds or link physical actions with songs and books as they join in with sounds and actions. Children who do not want to join in are mostly free to choose something else to play with. Others request more games. Children have very good opportunities to develop their understanding and use of the Welsh language. They have opportunities to develop their own play such as when having a tea party together or playing outside. They benefit from access to a large garden and a nearby farm where they go for walks and meet the animals.

Children develop self-help skills well. They eat independently and learn to wash and dry their hands independently. They make good attempts to put their wellies on, pull up the zips on their coats and take their wellies and coats off when they come in from outside. With encouragement, they learn to put away toys when they have finished with them before moving on to the next thing.

Care and Development

Good

The child minder works effectively to keep children safe and healthy. She understands her responsibility to protect children and is confident in the procedures to follow should she have any concerns. The child minder has appropriate recording formats in place for accidents, incidents, pre-existing injuries and any medication administered. She completes records accurately and ensures parents sign them. We saw the child minder follow good hygiene procedures in relation to nappy changing and food serving. She ensures children wash their hands before eating and models how to do it alongside them to help them learn how to do it thoroughly. The child minder encourages a healthy lifestyle. She ensures children spend plenty of time outside in the fresh air and asks parents to provide healthy food for snacks and meals.

The child minders interactions with children are extremely good. She is calm, caring and patient and develops warm, close bonds with children. The child minder offers very flexible settling in procedures which help children feel safe and secure. She manages their behaviour sensitively, offering alternative courses of action for minor disputes such as wanting the same car. She explains clearly what is happening next in the day, so they are prepared. The child minder speaks to children respectfully, asking them what they would like to do or if she can check their nappy. Children respond extremely well to this and as a result behave exceptionally well. The child minder is an excellent role model for children.

The child minder meets children's needs well. She supports their learning and development successfully through playful activities such as games, music and movement, stories and songs. Throughout most of these activities' children are free to choose to join in or not. The child minder also sets up activities for the children to explore together such as having a tea party. Additionally, she told us children usually have plenty of opportunities to initiate their own play and follow their own interests although we did not see much of this during our visit as visit timings and routines did not allow. The child minder uses the routines of the day to enhance learning. For example, when deciding to go outside she involves the children in looking out of the window to decide if the weather is suitable. We heard children making comments such as 'quite windy' and 'wellies on'. The child minder knows the children very well. She tracks their development and identifies next steps in learning which she incorporates into her planning, daily activities and interactions. The child minder has a good Additional Learning Needs (ALN) policy in place and has completed relevant training which will support her should she care for any children with identified or emerging ALN.

Environment

Good

The child minders home is safe and secure both inside and outside. Relevant safety features such as safety gates are in place. The child minder keeps a record of visitors to the premises. She has comprehensive risk assessments in place which she reviews regularly. She carries out daily checks, regular smoke alarm tests and completes periodic evacuation drills which she records in her diary. A new boiler was recently fitted in the property. All areas of her home are well organised, well maintained, and exceptionally clean and tidy.

The child minder creates an environment that is child friendly and homely. Children have use of the living room for indoor play and eating when they use booster seats with individual trays. There is space for them to move around and play. A range of resources are available for children to independently choose although limited storage space means not all are freely accessible. Children know they can ask for what they want, and the child minder is proactive in asking if they want something else. The room is inviting for children and has displays that encourage them to interact. For example, a poster of different emotions was used as part of a previous activity, and we saw children pointing at it and naming some of the emotions shown. Children can use the table in the dining room for craft activities and can sleep in different areas of the house to ensure they do not disturb each other. There is a downstairs toilet which also provides an area for nappy changing. Children can access the garden directly from the kitchen/dining room. They have use of a patio and a larger garden space. During the visit the outside area was mainly set up for physical play with wheeled toys, hoops and balls. However, the child minder has many more resources and told us that during better weather they spend much of their day outside. The child minders home is situated on a farm and children benefit from regular walks around its site.

There is a good range of ample resources which are clean, safe and suitable for the children using them. They include a lovely resource box to support songs and rhymes using both Welsh and English and a selection of story sacks which the child minder has made. Some resources promote awareness of diversity and cultural differences.

Leadership and Management

Good

The child minder runs her setting very well and provides a high-quality service. All required paperwork and records are in place, well organised and regularly reviewed. She accurately records the times children attend her setting. The child minder has a comprehensive range of good policies to support her in the safe and smooth running of her setting. She provides an up-to-date Statement of Purpose that accurately reflects the services offered and is useful for parents.

The child minder reviews her practice regularly. 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 in relation to the outcomes for children. She identifies limitations in her setting and explores how she overcomes them.

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 committed to continuous professional development and keeps a detailed log of training courses she has undertaken that will be of benefit to the children she cares for. For example, to support children's development of speech and language. The child minder ensures she maintains a current Disclosure and Barring Service (DBS) check for herself and relevant household members. All are subscribed to the update service.

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. She completes home/setting diaries with detailed information as well as giving verbal feedback and using an electronic app and closed social media page. We saw lovely comments from parents in feedback questionnaires completed for the quality of care review and highly complimentary thank you messages from past parents. Feedback questionnaires we received showed parents are extremely happy with the child minder and the service they and their children receive.

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)
	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)
Ensure there is always a good balance of child initiated and adult led activities.

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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