



Inspection Report

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Barry



Date Inspection Completed

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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 October 2019
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>	Good

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

Summary

Children are excellent communicators and curious learners; they consistently make choices about what they do and how they spend their time at the child minder's home. They feel safe and valued and have a strong sense of belonging. Children participate in purposeful play-based activities which encourage them to grow in confidence in their own abilities and to try new experiences.

The child minder ensures safeguarding underpins her practice and effectively embeds her policies and procedures in her setting. She promotes children's learning and development exceptionally well, involving children in a variety of activities and supporting them in all aspects of their play.

The child minder provides a home from home experience where the children feel safe and relaxed. She has good systems in place to risk assess the environment and keep children safe and healthy whilst promoting interesting play opportunities. The child minder provides a good range of resources to promote children's all-round development.

The child minder is well qualified and very experienced. She runs a well organised service that fully supports parents and carers and meets their needs. She has a very clear understanding of her responsibilities and clearly enjoys her role. The child minder is motivated and committed to enhancing her service to continually improve outcomes for children and their families.

Well-being	Excellent
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Children are excellent communicators; they chat and interact constantly with the child minder and with each other. They are confident in expressing themselves through verbal and non-verbal communication, for example a child indicated to the child minder that she felt cold and wanted her cardigan. The child minder immediately responded to the child's requests and helped her. Children have significant opportunities to make effective choices and decisions about what may affect them. For example, they were able to choose what they wanted for snack and whether they want to play inside or outside.

Children feel happy and relaxed with the child minder. They settle quickly and are eager to play with their friends. Children feel safe and secure because the child minder knows them well and consistently responds to them in a calm and gentle manner. They feel valued because the child minder immediately acknowledges and responds to the children when they approach her, either to chat, ask her for help or to invite her into their play. We heard the children giggling, laughing and chatting together throughout our visit.

Children interact extremely well with each and with the child minder. They choose to play independently as well as with each other. Children are learning to share, take turns and cooperate with one another in their play. Children are forming lovely friendships and are developing a strong sense of care and kindness towards one another. For example, a child spontaneously said to their friend, *"You look really pretty today!"* The other child beamed and clearly appreciated the affirmation from her friend.

Children participate enthusiastically in their play and learning and are clearly excited about the experiences available to them. For example, children were engrossed in the water wall and showed sustained interest and enjoyment throughout the activity. The child minder supported and extended the activity by introducing new resources and ideas. Children are very confident to lead their own play and influence their activities. They are extremely curious about the world and enthralled by life around them. For instance, children were amazed watching a snail move upside down as it climbed onto a lid from inside the tub. The children giggled as they engaged in a game of hide and seek with the snail and they loved showing us the book which helped them to understand more about the creature.

Children have extensive opportunities to develop their independence skills. They are extremely confident moving around the setting and doing things for themselves. For example, they are able to wash their hands, use the toilet, retrieve their personal belongings and choose the resources they want in their play. Children sit nicely at mealtimes and independently feed themselves. They ask the child minder if they need help and are confident asking for more food. Children thoroughly enjoy the social interactions at mealtimes.

Care and Development

Excellent

The child minder has a good range of policies and procedures which reflect her knowledge and understanding of her roles and responsibilities. She recognises the importance of

promoting children's health, safety and well-being and ensures her safeguarding training is up to date. The child minder is confident to follow the relevant processes should she have a safeguarding concern. She effectively promotes children's health and fitness by providing a range of healthy meals and snacks for the children and ensures she meets their individual needs. The child minder encourages children to drink frequently to ensure they remain hydrated. She holds the relevant first aid and food hygiene certificate which means her knowledge and training is relevant and in line with current childcare practices and legislation. The child minder has effective systems in place to ensure she accurately records accidents, incidents and pre-existing injuries and shares the information when necessary.

The child minder successfully provides a warm and nurturing environment for the children where they are able to confidently develop positive relationships with her and one another. She consistently praises and reassures them and manages their behaviour very well through using positive reinforcement strategies. The child minder is a positive role model, modelling excellent language and good manners and praising the children when they use their manners independently. When there are disagreements between the children, she is very calm and uses a gentle tone to support them to take turns and to be kind to one another. For example, when a child became cross with one of her friends for getting her wet, the child minder helped the child to see her friend's perspective, recognising it was an accident and she was not trying to be unkind. The child was able to apologise and regulate her emotions when she understood this. This is a real strength of the child minder as she supports children to effectively manage their communication and interactions with one another.

The child minder provides a fun and stimulating environment to support children's play and learning. She fully considers their individual needs and has a sound understanding of how best to support children to reach their potential. The child minder takes many pictures to record what children are doing and achieving, and makes purposeful and detailed observations to support her planning and inform her next steps. This enables the child minder to plan exciting and relevant activities that are led by children's interests as she recognises this helps children to focus and engage in learning. For example, when the children expressed an interest in a bug they saw, the child minder introduced resources and equipment to help the children explore this further. They were able to save a bee who had become tangled in a spider's web and the children learnt how to take care of it and feed it safely until the bee recovered. They then watched as the bee flew away. This also helped the children to feel calm and settle their fears around bees.

Environment

Good

The child minder provides a safe, secure and clean environment indoors and outdoors. She maintains her home to a very high standard and ensures she has the required maintenance checks in place. The child minder has appropriate risk assessments which reflect how she

has successfully considered, identified and eliminated any unnecessary risks to the children in her care. She regularly holds fire drills with the children to ensure they know how to respond in an emergency and appropriately records the relevant information. The child minder regularly carries out safety checks and implements consistent cleaning routines that reflect good infection control practices.

The child minder creates a positive learning environment that is stimulating, spacious and well organised. It is warm, welcoming and child friendly and photos of the children and their artwork on the walls ensure they have a strong sense of belonging in the child minder's home. The child minder ensures children have access to resources and equipment that are suitable for their needs and extends their learning and development. She provides children with opportunities to freely explore the indoors and outdoors when they choose as the door to the outside area remains open during their session. The outdoor area provides an additional learning space for the children where they can engage in active play, as well as take part in a variety of messy play experiences. The child minder ensures resources are stored on low level shelves to ensure children can access what they want independently. The toileting facilities further enhance children's independence skills as they are easily accessible and supports their personal development skills.

The child minder provides a wide range of resources, materials and equipment that are age and stage appropriate. Resources are in good condition and plentiful to ensure children have a varied choice. Children have access to a large range of opportunities that include role play, messy sessions and sensory experiences. There are child sized tables and chairs as well as larger furniture and equipment which provide alternative spaces for older children. The child minder is knowledgeable about managing risks and supporting the children to make their own choices. She consults with the children in order to continually develop her service and ensure that resources are meeting their individual needs. For example, when a child showed an interest in recognising letters from their name, the child minder discussed a variety of resources she introduced to support the child in forming letters and recognising them further. The child liked to use chalk, so the child minder purchased chunky chalk sticks for outdoor use where they wrote and drew letters, numbers and shapes on the patio.

Leadership and Management

Good

The child minder is very organised and runs her setting well, effectively embedding her policies and procedures throughout her practice. The child minder is registered with a professional association for childcare and early years and maintains her paperwork to a high standard. She has a statement of purpose which is accurate and enables parents and

carers to make a fully informed decision about the care of their child. The child minder is well qualified and has a clear vision to develop the future running of her setting. She has the appropriate certificates in place in relation to her car, public liability insurance and the Information Commissioner's Office (ICO).

The child minder consults with parents, carers and children, and uses the feedback to effectively monitor the quality of her service and inform her quality of care review. These consultations are meaningful as they lead to improvements to her service and enhance her provision further.

The child minder ensures all household members have the relevant Disclosure and Barring Service (DBS) checks and are on the update service. She works effectively to keep Care Inspectorate Wales (CIW) up to date with any changes at the setting. The child minder ensures all her mandatory training is up to date and she undertakes further training to develop her own knowledge and understanding of children's development and individual needs. The child minder maintains all the required child records and documents, and she completes them in detail to ensure she is able to fully meet the needs of the children in her care.

The child minder recognises the importance of working in partnership with parents and carers to promote positive outcomes for children. She ensures communication systems with parents and carers are inclusive and she keeps them well informed. Parents we spoke to are extremely pleased with the care their children receive. They feel the child minder values them as parents and keeps them very well informed about their child's learning and development. with. Parents feel the child minder goes above and beyond in all she does. The child minder has strong links with a wide range of professionals and works closely with them to support children's individual learning needs.

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)
	No NMS Recommendations were identified at this inspection

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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