



Inspection Report

Nia Phillips

Milford Haven



Date Inspection Completed

22/05/2024

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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	This is a post registration inspection.
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 feel settled, happy, and comfortable at this setting. They play freely, are contented, and confidently communicate their needs. Children choose toys and activities which interest them from the selection available. They have positive and affectionate bonds of attachment with the child minder. They have opportunities to develop their independence and are supported and encouraged to do so.

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. The outside area is a strength of the provision. Suitable risk assessments and safety checks are in place. The child minder provides a range of engaging resources, which extend children's play and further their development.

The setting is managed well. The child minder has a beneficial range of policies and procedures. Communication with parents is effective. The child minder conducts a purposeful quality-of-care review which drives improvement at the setting.

Well-being

Good

Children are happy, settled and thoroughly enjoy their time at this setting. Children arrive happily and are warmly greeted by the childminder. They have a strong voice and feel comfortable to express themselves. They are confident communicators, chatting and interacting constantly with each other and the child minder. As a result, their wants, moods, and needs are fully considered. They have opportunities to make choices and decisions about what may affect them. For example, they are frequently asked about the order of their day and decide to play indoors before going outside to play.

Children engage positively with the child minder, receiving nurturing and appropriate responses. Children feel safe, happy, and valued. They are settled, relaxed and feel quite at home. Children display comfortable emotional bonds with the child minder and are completely at ease with her. They seek comfort and reassurance for instance when they have small bumps or are tired and receive cuddles and nurture. Children know the routines well, for example, finding their wellies and all-weather suits ready for outside play.

Interactions between children and the child minder are consistently good. Children generally 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, children request to listen to songs before they go out on a school pick up. They request favourite songs and dance and sing as their choices are played. Interactions between the children are mostly positive and they enjoy playing together. They are learning to share and take turns and are supported in this process.

Children confidently choose activities that interest them. They enjoy their play and learning. For example, children engaged enthusiastically with water play outside, using a variety of equipment to enrich their play. They sustain focus with activities for an age-appropriate length of time and listen to the child minder when she suggests bringing different equipment and ideas into their play. Children have opportunities to initiate their own play. For example, one child decides to wash the ornamental dogs rather than the play cars as planned by the child minder. They are supported to make choices and the child minder plays along with them. Children can also choose to relax and have quiet times. For example, older children request to play with building blocks, after a busy morning in school.

Children are developing their independence well, enabling them to do things for themselves. We saw children putting their coats on, helping to tidy up and accessing resources themselves. They ably feed themselves at food times and are encouraged and supported to wash their hands. When children elect to have a go at something themselves, like walking down the outside steps or having a go on the 'big' toilet they are ably supported and encouraged. This raises children's self-esteem and confidence.

Care and Development

Good

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 and confidently 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. Effective hygiene practices are in place, with regular cleaning routines followed. Nappy changing procedures are appropriately followed. The child minder has a very good understanding of the benefits of outside play and provides almost daily opportunities for children to play and develop their physical skills outside.

The child minder provides a nurturing and caring atmosphere and meets children's needs successfully. She has an appropriate behaviour management policy in place which details a positive strategy in relation to behaviour. She follows the policy and uses a range of positive strategies consistently, praising children for their achievements. We heard her encourage and positively respond to children throughout our visit. For example, we heard the child minder say, *"Good girl, amazing, wipe your hands. You did do it, good girl!"* We saw the child minder encourage children to share with each other, calmly reminding them to take turns. She reinforces such behaviour saying, *"Did you share? You are a kind friend,"* for instance. The child minder takes time to fully explain to children, in a way they understand and getting down to their level, when they have questions. This is a real strength of the child minder. She engages successfully with children, whilst promoting their learning and self-esteem. The children have fun with the child minder. Interactions are consistently positive and nurturing, often humorous, warm and kind. The child minder models the language associated with good manners and always acts as a good role model.

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 a number of developmental records and has a good understanding of how these inform her next steps and areas to focus on. However, she is yet to settle on a recording system which suits her practice but is keen to develop this area of her service further and is aware of the benefits of recording such information effectively. 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, during outside play children bang on metal pots. The child minder introduces different materials for the children to hear the difference in sounds generated.

The child minder lets play unfold as children decide to engage with their own games rather than planned activities. She demonstrates confidence by supporting and facilitating child-led play and learning. Allowing children creative freedom in this manner resulted in sustained engagement with activities and the children clearly enjoyed their play. The child minder frequently uses incidental Welsh to good effect.

Environment

Good

The child minder ensures the environment is safe, clean, and 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 entrance door is locked once the children have arrived. She practises regular 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 and garden, activities and any trips undertaken. However, one risk was identified during our visit, namely there was no stair gate in place at the top of the stairs.

The premises is welcoming, well organised, and homely. Children benefit from a dedicated playroom affording them ample space to play. 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 proudly identify themselves in pictures displayed in the playroom further strengthening their connection to the space. The room is decorated with attractive displays and children's work is showcased. A small outside area is accessible from the playroom allowing for free flow play. Leading on from this is a larger garden area accessed via a set of steps. Both areas are attractively set up and offer children interesting opportunities to play and explore. The outdoor spaces are safe and well maintained. Children have access to resources which develop their physical skills and promote curiosity, such as a well-resourced mud kitchen, tunnels, play cars and a mud area for digging. A covered area provides shelter for outside play whatever the weather. The outside area is a real strength of the provision. 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 layout and design of the general environment promotes children's independence well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. She introduces toys which spark exploration and encourage imaginative play in line with the curiosity approach. Older children who access the provision after school have opportunities to engage with crafting activities and other age-appropriate resources. Diversity is positively promoted through representative resources and engaging with varied celebrations such as Diwali.

Leadership and Management

Good

The child minder runs her setting well. She is organised and keeps all the required records to a good standard. She is registered with a professional association for childcare and early years. A statement of purpose is in place which is detailed and provides parents with 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. The child minder ensures that she maintains staff files for her assistants. Appropriate checks are in place prior to employment to ensure that assistants are suitable for the role they fulfil. The childminder provides opportunities for assistants to reflect on their practice, for example supervisions which focus on strengths and challenges.

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, for example improving developmental records. The child minder engages positively with Care Inspectorate Wales (CIW), 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 delightful daily diaries. The child minder makes good use of local amenities such as visiting local parks and woodland walks and 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, *“A home from home environment coupled with fantastic learning and development opportunities,”* and *“We love the setting, and we love the fact that outdoor play / learning is encouraged.”*

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)
Standard 24 - Safety	Provide a stair gate to prevent children accessing the stairs.
Standard 6 - Working in partnership with parents	Develop the use of records to track children's progress and development.

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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