



Inspection Report

Victoria Brimfield

Wrexham



Date Inspection Completed

10/04/2024

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About the service

Type of care provided	Child Minder
Registered places	9
Language of the service	English
Previous Care Inspectorate Wales inspection	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>	Adequate
<u>Leadership and Management</u>	Good

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

Summary

Children are very happy and feel secure in the child minder's care. Those who have been with her since registration are settled and are developing relationships with their new friends and the child minder. Children communicate well and are progressing in their learning and independence.

The child minder is very responsive and attentive towards the children. She has a warm and nurturing manner. She knows the children well and meets the individual and specific needs of those attending competently.

The child minder's home is secure, child friendly, safe, clean, and well maintained, however the garden has not been sufficiently developed to allow for outdoor play. The child minder compensates for this by taking the children for walks to local parks and outings to places of interest. Indoors the children have their own playroom where toys and learning resources are within easy reach.

The child minder has systems in place to ensure her setting runs smoothly and safely. She is caring for funded children placed with her by 'Flying Start' in addition to minding children in the locality.

Children have opportunities to make choices and decisions. They move freely around the playroom and hallway choosing from the toys and activities set out for them and those stored within easy reach. Children are happy to express themselves, being curious toddlers, they chat constantly, and are very happy and keen to involve adults in their play. They tell their child minder when they want to sleep by asking for their comforter. They go to her when they want a drink, or to suggest another activity. Children know their child minder will be happy to respond to their needs, but they are also confident enough to do things for themselves if they can. Children are happy at this setting, those attending on the day we visited were all three years of age and under. Children new to the setting benefit from the support they have in their early days to help them settle in. They look to the child minder for cuddles and support when their hands are covered in paint for example, and they are not sure what to do. They enjoy being with their child minder and love it when she joins in with their play, having pretend tea parties, painting and caring for their dolls. They often sit close to her on the floor or on her lap.

Children are learning how to share their toys and to be kind to one another. They listen to the child minder when she intervenes to help resolve disagreements because at times two of them want the same toy. They respond positively to the child minder's instructions and are beginning to understand how their actions can make others sad and upset. Children are, for most of the time, respectful to one another and towards the child minder. They clearly enjoy each other's company.

Children enjoy learning through their play and benefit from a varied selection of opportunities. They show interest and willingly join in when the child minder introduces a painting activity. They concentrate on using the variety of painting tools in the different coloured paints and are very enthusiastic. A few lose interest after a while and look for different activities like playing with the dolls and creating their own play when putting coins first in a toy money box and then anywhere else they find amusing. Children learn through their play; some are curious and a little mischievous. They create chaos when having a foam party for example and particularly enjoy these times as they can play freely and explore their own ideas. Children have opportunities to attend nursery sessions in school, toddler groups and to meet up with other minded children of a similar age. They spend a lot of time outdoors in local parks and exploring their local environment.

Children are developing their independence skills enabling them to do some things for themselves. For instance, they move around to play, use the bathroom, wash their hands, and eat snacks and meals independently. Children initially try most things for themselves as this is what they are encouraged to do, if they need help, they know the child minder will support them.

Care and Development

Good

The child minder has a clear understanding of how to keep children safe and healthy as policies and procedures at this setting promote children's wellbeing. The child minder recently completed a level 2 safeguarding course and is aware and informed of the procedures to follow should she have any concerns about a child. She has completed an online Emergency First Aid course. The child minder is aware she will have to complete further training in Safeguarding and First Aid to meet the reviewed National Minimum Standards (NMS). There are suitable systems in place to record accidents, incidents, existing injuries, and the safe administration of medication. However, notes in relation to children's progress, individual needs and daily activities should be recorded in a diary for example. Daily communications sent in relation to individual needs and developmental progress using a mobile phone, can easily be lost. Children sleep in buggies in the kitchen. Nappy changing procedures are satisfactory. The child minder prepares healthy and nutritious snacks and meals for the children, Environmental Health recently inspected the child minder and awarded a 'Five' rating. The child minder promotes healthy lifestyles and provides the children with opportunities to play outdoors in the local community.

The child minder has lovely relationships with the children she cares for. She delivers warm and consistent nurturing care, responding kindly to a child wanting to sleep, ensuring they were feeling ok before putting them down to sleep in a buggy with a comforter. The child minder provides care for 'funded children' through 'Flying Start'. She understands the children's individual needs and is promoting positive behaviours and attitudes to others. For example, she encourages children to do 'nice sharing' and praises children when they make the right decision and take the right action. Children are distracted sensitively and spoken to affectionately when their behaviour is inappropriate, this helps them to learn from their actions, at the time, and in a way, they understand.

The child minder provides exiting and stimulating play and learning opportunities which promote children's interests, and develop skills, learning and personal development. This is done naturally through play, and with some planned and adult led activities. For instance, she had planned group activities such as a visit to a farm to feed the lambs. She knows the children attending love to play with the dolls, and tea sets, and joins in with their role play. The child minder takes the children to local toddler groups and to meet up with other minded children for activities. This provides children with opportunities to socialise with other children of a similar age. We heard plenty of positive modelling of language, including basic Welsh words. The child minder tracks children's progress through photographs and observational comments which she forwards to parents.

Environment**Adequate**

The child minder ensures her premises are child friendly, secure, safe, and clean. The front door was locked when we arrived, our identity was checked, and we were asked to sign a visitor's log. Door keys were placed out of children's reach after use. The child minder does not currently allow children to play in her garden, she intends to replace fencing and level some play areas in the future. Risk assessments in place for the premises and outings identify potential hazards to children, and the action taken to manage these risks. She supervises the children well and was quick to notice when they began playing with the letter box for example. Recommendations made at the time of registration have been met. For example, the child minder has a First Aid kit for use in the home, and another for use when out in the car. Smoke alarms are fitted in the home and fire drills are practiced regularly. However, the child minder stated she does not actually sound the fire alarm as she states the children are afraid of the noise. The child minder must evaluate drills so she is clear of how she will evacuate several young children effectively from her premises, if there is a need to do so.

The child minder provides a welcoming, child friendly environment. It is light, brightly decorated with children's posters and spacious enough for children to play freely. Children use the playroom and hallway mainly but do have access to the lounge and kitchen at certain times. Various age-appropriate toys and resources are made available and easily accessed as they are stored in baskets at a low level. Blinds have been secured and are used to shade the children during hot weather. The floor is wooden allowing for easy cleaning after messy activities. The garden is spacious but is currently not in use.

The child minder ensures equipment suits the children's age range. For example, there are low child size tables and chairs, and steps in the bathroom and by the kitchen sink to ensure children can reach the taps. Safety gates are used throughout the home. Buggies and car seats have been purchased to ensure the safe transportation of toddlers. All equipment seen was clean and in a good condition.

Leadership and Management

Good

The child minder has been operating for six months. She has raised her own children and has prior experience of caring for children with additional needs. She is already providing care for children placed with her under the 'Flying Start' funded places initiative. The settings Statement of Purpose supports parents/carers in making an informed choice as to whether the setting suits their child's needs. Policies and procedures reflect the quality of the setting offered; however, the Additional Learning Needs (ALN) does not refer to the most recent ALN Act. The child minder is organised and maintains records which support and evidence the smooth running of her service. She has completed contracts, registration forms and permission forms for all children registered at the setting, ensuring she is aware of any individual needs and preferences disclosed by parents.

The child minder is aware of the need to monitor and review her setting annually and has recently submitted part one of her self-assessment of service statement. She has sought advice from others about the annual quality of care review which she must complete within the first twelve months of operation and annually thereafter. The child minder is reflective of the day to day running of her setting and intends to record details of what goes well, and what may need improvement as her setting develops.

The child minder is appropriately qualified. She has enrolled on a B.A Childhood Studies degree and has completed level 2 safeguarding and basic first aid training. She demonstrates a commitment to improving practice and discussed strategies with us in relation to how children learn and how she can identify their preferred learning styles. She has a current Disclosure and Barring Service (DBS) certificate and ensures relevant household members also complete DBS checks and subscribe to the update service.

The child minder understands the importance of working in partnership with parents, carers, 'Flying Start' representatives and other professionals. This ensures the child minder can give consistently good, relevant support to the children in her care that meets their individual needs effectively. She speaks with parents when they drop off or collect their children to discuss their needs, activities during the day and to further promote good relationships. She shares photographs with parents using social media, messaging apps and e-mails so they can see how happy their child is whilst at the setting and timely communications of the progress they are making.

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 7 - Opportunities for play and learning	What children do is observed and formally recorded to help plan the next steps for the children's play, learning and development. This is in addition to sending parents/carers photographs and messages.
Standard 5 - Records	Ensure a record of significant events are kept so as accurate and detailed information can be passed if appropriate to parents and other professional organisations when needed.
Standard 24 - Safety	Ensure young children are familiar with the sound of fire alarms on the premises and the actions the child minder may take to evacuate them from the home in an emergency. All fire drill practices should be evaluated so as to identify any changes in procedures needed.
Standard 4 - Meeting individual needs	Ensure the Additional Learning Needs (ALN) policy and procedures refer to the ALN Act and Code for Wales.

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)
Researching the principles of the new curriculum in Wales, other approaches to children's learning which focus on different learning styles, the use of natural materials, and the outdoors would benefit children.

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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