



Inspection Report

Amanda Regan

Chepstow



Date Inspection Completed

18/10/2022

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 26 April 2019
Is this a Flying Start service?	Manual Insert] NO
Does this service provide the Welsh Language active offer?	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 are happy and settled at the service. They have warm and supportive relationships with the child minder. They are able to make appropriate choices and decisions about the care they receive. Children have good opportunities to become independent and develop their individual skills through a wide range of quality experiences and play. Children form close bonds with other children at the setting, this helps them to feel safe and secure.

The child minder is supportive and responsive to the needs of the children. She has a warm, caring manner and is a positive role model. The child minder promotes children's learning and development well. She provides activities that are interesting, based on their preferences and has a system to record the progress and achievements of children.

The environment is safe, welcoming and comfortable. All areas used for minding are well resourced and supports children's play and learning. A good range of stimulating toys and resources promote children's all-round development. The children enjoy regular opportunities for outdoor play.

The child minder mostly manages the setting well. Her previous experience of childcare related work lends well to her service. The child minder takes pride in ensuring her training is kept up-to-date, and has a number of relevant policies, procedures and records in place. Parents are very complimentary of the setting and the child minder has built positive partnerships.

Children have good opportunities to make choices and decisions. They move around the playroom and kitchen dinner easily and choose from the toys and activities available. Children enjoy their play with a variety of preferred items. For example, the children told us that they had collected conkers while playing in the park. With the help of the child minder, they rolled the conkers in a box with squirted different coloured paints. The children took turns to roll the box with paper and conkers placed inside, swirling the conkers to make abstract patterns. They loved the activity and were eager to repeat it. Children attending have formed affectionate relationships with the child minder and her family. Minded children happily approach the child minder for cuddles and reassurance. Children looked relaxed and settled well, playing with the toys and resources around the rooms.

Children are listened to and their needs met. They receive praise for their efforts and achievements; this makes them feel happy and valued. We saw a child smiling proudly when praised for helping to tidy up the painting activity. Children clearly enjoy their time at the service and have good play opportunities. They are enthusiastic and fully involved in their activities. They successfully learn new skills, such as communication, through activities that interest them. Children concentrate for a good length of time on activities and show interest in new things. For example, the younger child walked into the playroom and self selected toys they wanted to play with. The childminder suggested an activity of small world toys, the younger child smiled in agreement and continued to play with the activity. Children have regular opportunities for exercise and fresh air. They play in the garden, access an outdoor play area and enjoy walks locally or visit play parks nearby.

Children are encouraged to help themselves and learn a range of independence skills. For example, they understand the need to help to tidy up before eating and when starting a new activity. Younger children are in the process of learning to use speech, indicating to the child minder when they want their nappy change. They use key words to indicate their needs and the child minder responds to their request. We saw a child put on their outdoor shoes when getting ready to go home. Children also wash hands and use the facilities independently; they can ask for support if needed. Children look forward to doing craft work and enjoy following seasonal topics such as Autumnal activities including craft activities for Halloween.

The child minder has a good understanding of how to keep children safe and healthy. She implements comprehensive policies and procedures and has reviewed her service in line with guidance related to the pandemic. She understands safeguarding and is clear about raising referrals if she is concerned about a child in her care. The child minder has a good child protection policy in place, including reference to the safeguarding guidance. The child minder keeps a record of all accidents and incidents, which parents sign. She records any existing injuries of children when they arrive at her service and discusses these with parents. The child minder has a clear medication policy and procedure.

The child minder provides healthy snacks. We saw children enjoy a small rice cake as a snack. During lunch time the child minder set out the packed lunches from home and encourages the children to eat their meals. The child minder has a current first aid certificate. She obtains written permission from parents for outings.

The childminder meets children's emotional needs particularly well. She takes into account each child's circumstances when planning activities that benefit them specifically. She has a calm and caring manner with the children and delivers warm, nurturing care. She interacts with children in a way that promotes their learning and development and is responsive to their individual needs. She is a positive role model and children value the calm and settled environment she provides. She supports children successfully to manage their behaviour and has a suitable policy in place to guide this.

The child minder ensures children experience a variety of stimulating activities. There is a system in place to plan for and monitor the progress of younger pre-school children. The child minder tracks children's development across all skill areas and can show if any areas need additional attention. The child minder is in the process of developing the new curriculum in Wales. Children are encouraged to use incidental Welsh to extend their language skills and become confident at being bilingual from an early age.

The child minder provides a secure environment for children. She locks front and back doors to restrict entry to the premises and to ensure children do not leave unattended. She undertakes and records regular fire drills with the children. Appropriate liability insurance is in place. The child minder takes out an annual contract with a utility company to maintain safety checks. However, the annual gas safety check has been delayed. The childminder has provided further evidence to CIW that this will be addressed immediately. Before the inspection process was completed the child minder confirmed to CIW that the safety check had been complete. The child minder has a daily risk assessment in place. However, we noted one or two cables in the hallway were trailing and children could access these.

The child minder's home is comfortable, clean and well maintained. The bathroom is located on the ground floor and used by children from the time they start toilet training. The minded children have individual hand towels for drying their hands. The first floor is generally not used for childminding purposes. Children use the lounge as a playroom, which is attractive and very well resourced, and the children can free flow from the lounge to garden independently. The top level of the garden is not used for child minding purposes and access is restricted when child minding takes place.

The child minder provides appropriate furniture, for example, the dining table is used for children to do tabletop activities and to eat their meals and younger children are placed in the highchair. The child minder ensures toys and equipment are suitable for children's stages of development; most of the resources are natural rather than synthetic. She stores these appropriately to allow children to use them independently and ensures that the resources are well maintained and of good quality. The child minder regularly rotates toys to create interest and provide further choice and variety for children in her care.

Leadership and Management

Good

The child minder manages her service well and has a good understanding of her responsibilities. Overall, the child minder has additional experience in childcare from her previous professional roles in teaching. She is motivated to improve her skills and the quality of care she provides. She has completed all mandatory training. There is a clear statement of purpose providing parents with information about how the service runs. There is a suitable complaints policy, which the child minder shares with all parents when they register their children. The child minder has the required policies and procedures in place and she reviews and updates these annually. The child minder record keeping in the main is good and regularly updated. There are disclosure and barring check certificates for the child minder and anyone living at the premises above the age of 16 years.

The child minder is committed to improving her service and actively asks for feedback from parents and children by sending out questionnaires. She provides a quality of care report annually, which includes the opinions of those who use her service. The information received demonstrates very positive views and the service is highly recommended to others. The child minder understands the importance of working in partnership with parents to ensure children receive support to meet their individual needs. Parents spoken to during the inspection told us that the child minder has been invaluable to the family and she is approachable and conscientious with regard to safety. Parents told us that they value the close relationships she has with their children and that they have peace of mind knowing that their children are safe and well.

Recommendations to meet with the National Minimum Standards

R1. Ensure that annual safety checks are carried out in a timely manner, allowing enough time for cancelation and delays out of your control.

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R2. Ensure any trailing cables are made safe to prevent accident or injury.

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
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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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