



## Inspection Report

**Rhiannon Mrs Rhiannon Davies**

**Caldicot**



### **Date Inspection Completed**

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## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert]
Is this a Flying Start service?	[Manual Insert]
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.

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

### **Summary**

Children are happy and feel safe in the child minder's care. They develop positive relationships with the child minder, their friends and the child minder's own family. Children are confident to express their ideas and opinions and make some decisions about how they spend their time at the setting. Children progress well and are beginning to develop their independence.

The child minder is responsive and attentive to the children. She has a warm and nurturing manner and is a good role model. The child minder knows the children well and meets their individual needs and wishes.

The child minder's home is welcoming and in the main supports children's play and learning. Overall, an assortment of indoor and outdoor toys and resources capture the children's interests. However, older children's selection of toys and resources are limited. Risk assessments for the outdoor play area need to be comprehensive and include potential risks that may cause accidents or injury.

Overall, the child minder manages her setting suitably, in line with the National Minimum Standards and regulations. Parents are very complimentary of the child minder and the service she provides.

Children have opportunities to make choices and decisions about how they spend their time at the setting. They move freely around the playroom and hallway, choosing from the suitable range of toys and activities available and of interest to them. For example, a child asked the child minder to help them access games and puzzle from the shelf, which was out of the child's reach. The child took their time to choose the puzzle they wanted, asking the child minder to show them the different toys and puzzles available. Children express themselves confidently, as they know their ideas and opinions are listened to. For example, a child asked the child minder "I'm hungry I want to open my lunch box". The child minder reminded the child about needing to wash their hands before sitting down at the small table and chair in the hallway to eat their snack. Children are happy and have fun at the setting. They enjoy being in the company of the child minder and eagerly involve her in their play. For example, children excitedly played a train track and built a tall tower using plastic bricks, while the child minder sat close by helping to count the bricks they joined together. Children form warm and affectionate relationships with the child minder, her family members and each other. Children know the setting routines well, which make them feel secure, comfortable, and relaxed. We heard them happily chatting with the child minder, on our arrival a child was unsure and looked uneasy. The child minder stayed close by and often the child grasped her hand for reassurance. The child minder was patient and kind, providing hugs and gentle encouragement. This helped the child to settle and play happily. All children clearly enjoy their play and benefit from an appropriate selection of play and learning opportunities. They are interested and fully involved in their activities. Children told us they enjoy attending. They especially enjoy playing with toy cars and building with blocks. Children concentrate for an appropriate length of time in line with their age and stage of development. We saw children completing puzzles, persevering tapping the pieces together into each gap. Children have opportunities to enjoy the outdoors by accessing the child minder's garden. All children are beginning to develop their independence skills, enabling them to do things for themselves. For example, children are encouraged to open the items in their snack or lunch boxes. The children can make choices over the snacks they like to eat first. They confidently choose which piece of fruit they would like to eat at snack time and happily tell the child minder what fruits their parents have pack for them

The child minder keeps children adequately safe and healthy. Although the child minder has attended up-to-date safeguarding training and understands the procedures to follow should she have any child protection concerns. She was not fully confident in the range of different scenarios she may have to face and how she would raise a referral. The child minder has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents. The childminder provides healthy snack for the children, which the children enjoy. She implements effective infection control procedures. Good hand hygiene is promoted with the children. For example, the child minder makes sure children wash their hands at appropriate times such as, before eating and after using the bathroom.

The child minder is kind and caring and delivers warm, nurturing care. She has a sound understanding of child development and how this impacts children's behaviour. The child minder effectively supports children to interact with one another appropriately. We heard her encourage and praise children frequently, for their efforts. She is a good role model and encourages children to be kind. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence.

The child minder knows the children well and in the main provides suitable play opportunities and resources according to their interests and needs. She promotes a calm and happy atmosphere which gives children the confidence to explore and learn. She naturally extends children's learning during their play with lots of incidental counting, language modelling and open questioning. The child minder answered the children's questions when they were talking about what they would like to do when they come back to her the next day.

The child minder makes sure the premises are safe and secure. For example, the front door is kept locked and stair gates are in place. Accurate records are kept of children's attendance as well as of any visitors to the premises. Risk assessments are effective and generally identify potential hazards indoor and when on outings. However, we noted that the risk assessment for the garden area needs further consideration regarding the incline to her garden. Regular fire drill practices ensure that children know how to leave the premises safely in the event of an emergency. The child minder ensures that maintenance checks for the home, her car and public liability insurance are up to date. Policies and procedures ensure that the setting runs well. Both the family dog and cat are fully vaccinated and wormed and the child minder told us that children are not left with her pets without her full supervision.

The child minder's home is clean and well maintained. It provides a bright and area for children to play and learn. Children have use of a lounge and hallway, kitchen and downstairs bathroom. There is a good range of toys and resources for most children to choose from, including toy vehicles, construction toys, arts and craft materials and role play items. These suit most ages of children that the child minder cares for including babies. However, toys, activities and resources for older children are limited. Toys and games are well organised and stored in boxes, clearly labelled and at low level so children can access them independently.

The child minder ensures equipment suits the children's age range. Children sit comfortably at adult sized furniture to complete tabletop activities and eat their snacks. Resources and toys are well maintained and in good working order.

The child minder has good procedures in place to ensure the smooth operation of her setting. She has a sufficient statement of purpose which outlines the details of the service she offers. She agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as taking children on trips and accessing emergency medical treatment.

The child minder evaluates her care and makes improvements. She is up to date in completing her quality-of-care report that includes the opinions of people using her setting. The report reflects very positive feedback from parents which demonstrates a high level of satisfaction with the service she provides. For example, *“we are very happy with the level of care and activities our child receives”* and *“our child returns home full of smiles”*. The childminder has completed the Self-Assessment of Service Statement (SASS).

The child minder keeps up to date with best practice and refreshes her first aid, child protection and food hygiene training regularly. She has undertaken some additional training to further develop her skills and understanding. This demonstrates a commitment to improving practice and supporting her own professional development, which in turn benefits children. The child minder herself and anyone else who may live on the premises over the age of 16 years old have an up-to-date Disclosure and Barring Service certificate (DBS).

The child minder works closely with parents to help smooth their child's transition into her care. Information about the children's preferences and individual needs are sought before they start and is updated as needed. This ensures children continually receive good level of care. She provides parents with daily verbal feedback on the well-being of their children.