



## Inspection Report

**Julie Gratton**

**Rhyl**



**Date Inspection Completed**

19/10/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	11 August 2017
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.

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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children are happy and form warm relationships with the child minder and each other. They enjoy their time at the setting and are confident to let the child minder know what they want to do. Children have a good range of play and learning experiences and have plenty of opportunities to choose.

The child minder knows how to keep children safe and healthy. She supports individual children in a warm and highly positive way. The child minder is relaxed, kind and friendly and plans a range of activities in line with children's interests. She makes sure she captures children's imagination with exciting activities which help them to learn and develop their skills.

The child minder provides a safe and comfortable environment for children with good learning opportunities. She ensures hazards and risks are monitored and managed effectively. A good range of natural resources and experiences are effective in developing children's social, physical and creative skills as well as providing good learning opportunities.

The child minder manages her provision well and understands her regulatory responsibilities. Documents are clear, well organised and easy to find, and suitability checks are kept up to date. Parents are well informed about their children's development. There are successful partnerships with the local school.

Children are happy and settled. They move around the natural resources and activities freely and can choose for themselves as everything is stored within their reach. They are happy to follow their own interests and to express what they want to do. For example, two children filled containers with coloured rice amid much laughter and giggling when they put too much in and the rice overflowed.

Children have close attachments with the child minder and develop warm relationships with other children who attend. They develop a strong sense of belonging and are confident to chat. For example, they tell us about their siblings in school and what costumes they are wearing for Halloween, while also trying to keep it a surprise for the child minder. Children are happy to approach the child minder for comfort. The children react well to positive words of encouragement and praise which quickly sort any small disagreements, such as who goes into the tent first.

Younger children are starting to share resources and play alongside each other well. They are confident as the daily routine is familiar. This ensures children feel secure as they know what is going to happen next, such as washing their hands ready to eat lunch. They happily chat to the child minder about what they are doing and are eager to involve her in their play. For example, they collect leaves together and throw them up into the air. Children chat about the shapes and colours, see who can throw the leaves the highest and together make up a song about leaves. The children make constructive comments about what their friends are doing when making a den together and show younger children how it works. They are helpful when a friend is having difficulty getting out of the tent. Children enjoy quieter times too, relaxing on the comfy cushions watching the world go by.

Children have a good range of play and learning experiences and develop new skills well. They are starting to take responsibility removing their own yoghurt lids and recycle their left-over food. They use cardboard to make models including one of an impressive vending machine. They choose to spend time outdoors and use the garden daily. They have good opportunities to develop physically and socially as they walk to the local school. They go over a noisy bridge where they stamp their feet to make the noise even louder. They pretend they are in the story of the Billy Goats Gruff. Local residents know the children well and children smile and respond when they say 'Hello'. Children are encouraged to do things for themselves and others such as getting the straps for the highchair. The children develop their Welsh language skills using simple words and phrases.

The child minder understands her responsibility to keep children safe and healthy and has relevant policies and procedures in place. The child minder knows the procedure to follow should there be any safeguarding concerns about a child. She records accidents and incidents and contacts parents if required and ensures they sign the records on collection. The length of time a cold compress has been applied should be added to the record. The child minder promotes a healthy way of life by providing children with nutritious meals and snacks and plenty of fruit. She ensures children wash their hands, such as after using the toilet and before eating. The child minder promotes good hygiene by wearing an apron to serve food.

The child minder has built positive relationships with the children. The care is relaxed, and child led, ensuring children's emotional well-being is nurtured. The child minder interacts with warmth and kindness, giving plenty of praise for small achievements. She deals with any difficulties with sharing, calmly and fairly. For example, distraction is highly effective and clear, simple explanations help children understand how sharing works. The child minder shows younger children how to include a friend in their play but if this does not work, introducing additional resources, is usually successful such as another scoop.

The child minder is knowledgeable about children's development and successfully meets their needs. She follows children's individual routines and preferences. Parents receive a good level of detail about the child's day through daily diaries and a learning log which charts their development with plenty of pictures and photographs. The child minder plans stimulating activities and play experiences that the children enjoy and which link to seasons, special occasions and places of interest. She ensures children are busy and respects all their choices, interests and requests. The child minder makes the most of every learning opportunity whilst on the walk to school. She encourages the children to use their senses whilst out on the walk. The child minder pointed out some birds and the children's joy at being able to count six magpies was contagious.

## Environment

Good

The child minder ensures the premises are safe and well maintained and meets the needs of the children. The front door is kept locked and visitors to the setting are recorded. The child minder makes sure equipment is safe and the environment and toys are clean, well maintained and age appropriate. A safety checklist has been completed and risk assessments identify and manage any hazards and what action is needed. There are risk assessments for places visited. However, there are no dates when action has been completed or what the outcome is. The child minder is aware of her responsibilities and supervises children well during their activities. Fire drills take place every month so children know how to evacuate in an emergency. The child minder keeps records of these but more information such as the time taken to evacuate the premises and any difficulties encountered.

The child minder ensures the environment is suitable and children feel comfortable and at home. She knows her setting well and has developed her service with a renovation to the garden and a new extension. She provides plenty of toys, games and equipment and organises these well so children can access them easily. The child minder ensures the space is welcoming to children. The layout of the room promotes children's independence and is attractively organised to enable children to freely explore and make their own choices about what they want to play with. Play areas are light and bright and all the furniture is appropriate and in good order. A lovely secure, garden is well resourced with different dedicated areas that provide a variety of different play and learning opportunities for children to enjoy outdoor play.

A well-resourced playroom and outdoor area provide good opportunities for children to develop a range of skills. A playhouse and kitchen ensure children can follow their ideas and create imaginative play. The child minder has a growing area in the garden to ensure children can plant and care for their plants. There are a variety of materials including plastic and natural objects which give the children the opportunity to work with different textures and surfaces. Small loose parts are displayed effectively in see through plastic jars so children can see what is inside and help themselves. The layout of the room promotes children's independence and is attractively organised to enable children to freely explore and make their own choices about what they want to play with. The child minder makes sure a few pieces of children's work are displayed and this creates a sense of belonging.

## Leadership and Management

**Good**

The child minder runs her service in a professional way. The statement of purpose provides parents with the required information about what the setting offers so they can make a choice. Effective policies and procedures are available for parents and the child minder keeps an accurate record of children's attendance. Most records are clear and well organised, with information and documents easy to find. The child minder is a member of a childminding support organisation. She finds this useful to keep up to date with information about her business and utilises some of the documentation the organisation provides.

The child minder is committed to improving the services she provides. She reflects on her practice and completes an annual review. The child minder is aware of her strengths and areas to improve. Parent's views are considered, and feedback is actively sought through questionnaires. Parents are very pleased with the service they receive and comment that 'The service is exceptional'. The child minder offers a 'Caring, highly professional service'. My child 'Loves coming here, and they have choice'. My child is looked after 'exactly like I would at home.'

The child minder ensures she keeps up to date with all mandatory training and current guidance to improve her knowledge and carry out her role effectively. All relevant family members have a current Disclosure and Barring Service (DBS) check.

The child minder has built effective partnerships with parents. She keeps them well informed about their child's day through daily diaries which shows photographs of the children enjoying their time with her. The child minder is sensitive to the needs of the children and their parents and forms are completed before the child starts so the child minder can provide a good level of care. Regular updates from parents ensure that the changing needs of the children continue to be met.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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

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)
To add a date and outcome to the risk assessment plan.
To include more information when recording fire drills such as the time taken to evacuate the premises and any difficulties encountered.
To add the length of time a cold compress has been applied

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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**Date Published** 06/12/2023