



Inspection Report

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Wrexham

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/03/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	Both
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>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are cared for in a way that promotes their wellbeing. They communicate well and can make choices and decisions about how they spend their time. Children are relaxed and happy as they form positive relationships with the child minder and other children. They enjoy their experiences which enables them to learn and develop a range of skills.

The child minder implements effective policies and routines to ensure children are safe. She provides healthy snack choices and ensures children are regularly active and get fresh air. The child minder has a caring manner, and she is effective in supporting children to develop a range of skills by providing appropriate and interesting resources and activities.

The environment is a safe and secure place for children. The child minder ensures there is enough space for children to play and learn. The indoor and outdoor environments are well maintained and welcoming. The child minder provides a good range of inspirational resources and activities to inspire children and develop their curiosity.

The child minder manages her setting well. She ensures paperwork is complete and well organised. She appropriately self-evaluates the care she provides and makes improvements. She has good relationships with parents and develops children's sense of belonging with visits and walks to local places of interest.

Well-being

Good

Children are cared for in a way that promotes their wellbeing. They are confident to move around the environment and freely choose from the resources and activities available. Children make choices and decisions about how and where they spend their time. For example, they moved freely between the indoor playroom and the outdoors. Children communicate well as they know their views and ideas will be listened and responded to well by the child minder. For example, when asking for different foods at snack time.

Children relax in the care of the child minder as they develop a positive relationship that ensures they feel comfortable and supported. They separate well from their parents and are happy and keen to join in the activities. On arrival children went straight to the resources and accessed what they wanted to play with. Children feel valued as they are respected, and their achievements celebrated through praise.

Children interact well. They develop positive relationships with the other children at the setting. They spoke fondly of children who were not being cared for on the day, including the child minders children, who they were excited to hear would be home later that day. Children learn to cooperate and take turns as they play together. For example, they happily shared the resources as they played in the doll's house together. Children express empathy towards others, understanding their needs. For example, helping others to access resources they want. Children are respectful towards each other and when using the resources, helping to put them away when asked to do so and using them appropriately.

Children are enthusiastic to choose an activity as they enjoy their play and the experiences available. Children focus for an appropriate length of time for their ages and stages of development as they are actively involved in activities that allow them to follow their interests. For example, they enjoyed completing the puzzles and building a tall tower. Children have the freedom to choose if they wish to play with the outdoor activities and happily share their experiences with others. For example, when showing us the colour of the water they had made.

Children have access to exciting and age-appropriate activities and resources to help them learn and develop. They are confident to experiment, and problem solve during their play. For example, when wanting to leave the water dispenser tap on but not wanting it to go on the floor, they got a bucket to catch the water in. Children are confident to try things for themselves before asking for help and know routines and where items are stored so they can be independent. For example, when trying to put their own wellies on to go outside.

Care and Development

Good

The child minder is fully aware of her responsibility to keep children safe. She understands the correct procedure to follow if she has any safeguarding concerns. She follows appropriate routines to ensure children are safe including completing registers of children's attendance so everyone can be accounted for in an emergency.

The child minder is effective in promoting a healthy lifestyle. She has first aid training to support her in being able to deal with accidents and medical issues appropriately. The child minder follows effective nappy changing procedures and ensures hygiene, such as handwashing, is consistent to help prevent the spread of germs. Regular opportunities for children to get fresh air and be active are made available, through access to outside and trips to local parks.

The childminder promotes positive interactions and is a good role model to the children. She speaks with them in a caring and respectful way that encourages them to communicate. The childminder responds well to children's attempts at communication including those using nonverbal cues. For example, getting out resources when children are pointing at them to express that is what they want to play with next. The childminder encourages sociable experiences. She demonstrates warmth and kindness during play experiences and routines such as snack and lunchtime, sitting and talking with the children about their interests and experiences.

The child minder has a good understanding of child development which enables her to provide age-appropriate care, support, and resources. She provides a broad range of play and learning experiences that inspire children to play and learn. The child minder implements appropriate procedures to track and record children's development and plan for next steps in their learning. The child minder gives children effective opportunities to develop their independence and provides resources and routines that further help children to confidently try things for themselves and develop their confidence. For example, after children had washed their hands ready for snack they went straight to where the plates and cups were stored and set the table for themselves and other children.

Environment

Good

The child minder ensures the environment is safe and secure. She keeps the main entrance locked and controls access so no unauthorised person can enter. Most required checks are completed; however, we noted the annual gas safety check had not been completed in a timely manner. The environment is very well maintained and kept clean, so it is a suitable space for children. The outdoor area is surrounded by secure fencing and the gate is kept locked. The child minder completes risk assessments on all areas used by the children, regular activities and places visited to ensure they are suitable. These are reviewed regularly to ensure they are effective. She completes daily checks to ensure no new hazards have arisen.

The child minder has made very positive improvements to the environment to ensure children have a good space in which to play and learn. Indoors, the living room is used for free play activities and the kitchen area is available for snacks and lunch. The garage has been renovated to provide an extra playroom for the children. This is a fantastic space and allows children free flow access to outside. The outdoors is separated into two areas that provide different opportunities for the children. The grassed area is a great place for more physical activities such as ball games. The patio area is used for more messy play. All areas, indoors and outside are welcoming and very well maintained.

The child minder ensures children have access to some excellent resources that inspire them to be active and curious learners. She has introduced a very natural feel to the resources with most of them being made from natural materials or being items they would find in real life. For example, the children thoroughly enjoyed using the pans filled with different coloured water to make different colours and they had fun cleaning the ride in cars with the washing up brushes and foam soap. Resources to help children be creative are easily accessible with play dough, sand, and craft materials freely available. The child minder arranges the environment in a way that ensures children have space to move around safely and access the areas of learning created.

Leadership and Management

Good

The child minder manages her service well. She makes sure records, including those of children attending, are complete and updated. Policies and procedures meet requirements and reflect current practice. The child minder has a statement of purpose that provides parents with the information they need to decide if it is the right care for their child. All paperwork is very well organised, so information is easy to find.

The child minder understands the importance of self-evaluation and consistently reviewing and making improvements. She has completed an annual quality of care review and gathered the views of parents and children. The review evidences she has identified areas she wants to develop, however, this could be improved with more detail of what she has done well and how parent and children's views have been considered.

The child minder makes sure her core training is kept up to date. This includes first aid and safeguarding. She also attends other training that successfully supports her in introducing new ideas and effective practices to support the children's play and learning. For example, loose parts training which the child minder attended and has implemented within her setting. The child minder has ensured herself and household members over 16 have up to date Enhanced Disclosure and Barring Service checks (DBS).

The child minder has a good relationship with parents. She keeps them well informed about their child's experiences and development through an app and discussions at drop off and collection times. Responses seen from questionnaires sent out by the child minder all said communication was excellent. The child minder regularly meets up with other child minders providing her with opportunities to share good practice and for her and the children to have social experiences. Regular visits to local places of interest and walks around the local area promote children's sense of belonging within the community.

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 24 - Safety	To ensure gas safety checks are completed in a timely manner.

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 ensure the quality of care report includes what has gone well and comments from parents and 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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