



Inspection Report

Rosie Davies

Welshpool



Date Inspection Completed

01/07/2021

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection since registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children feel secure, happy, and comfortable at this setting. The children have formed positive relationships with the child minder who knows them well. The setting has detailed policies and procedures, which promote the children's well-being.

There is a caring atmosphere and the child minder meets children's individual needs successfully. Children receive care in a safe, clean and secure environment. There is lots of space and plenty of facilities to encourage children to play and learn. Toys and play equipment are age appropriate and in good condition. The setting is welcoming and friendly.

The child minder manages the setting effectively and complies with all CIW regulations. The child minder has high expectations and shares her values about learning and behaviour with the children and their families. The child minder works well with parents to give them information about the service and the children's well-being and care.

Well-being

Children play freely, choosing their own toys independently. We saw a child moving from playing with dolls, pushchairs and playing with building blocks to having a pretend picnic. Children communicate confidently and know their wishes and needs are considered. We heard children asking for help to pull out the toys and the child minder was always happy to help. Children speak openly to the child minder. It is clear that the children have formed positive bonds of affection with the child minder. The children happily approached her to chat enthusiastically about their play and learning.

Children take part in interesting activities resulting in a feeling of achievement and high self-esteem. They are enthusiastic to show or talk about what they have been doing. For example, children proudly shared their picnic food that they had made.

Children have good opportunities to develop a range of skills. They complete an assortment of craft activities and go for walks in the local area. Children also develop independence skills by putting on their coats, wiping their nose and washing their hands.

Children are sensitive to the needs of others. They are polite and use good manners. The children chatted to us and shared their delight in the toys they were playing with. The children play nicely with their friends, taking turns and sharing with each other. When disagreements happen, they respond promptly to the child minder's efforts to deal with these fairly and quickly. The children show respect for property and people and are involved in deciding and following the rules.

Care and Development

The child minder understands and has detailed policies and procedures in place, which ensures children's personal safety and well-being. She has detailed risk assessments that identifies risks. She prioritises safeguarding and has a thorough understanding of her responsibilities to protect children; all of her training is up to date.

The child minder is caring and interacts appropriately with the children. She uses engaging tones when talking to them and shows genuine affection when supporting children's learning. For example, joining in a pretend picnic with the children on the floor. She does not plan activities but we saw evidence of completed craft activities. One child asked for lunch earlier, their request was met without hesitation and all sat down for lunch together.

The child minder ensures she has thorough cleaning procedures and good hygiene practice. For example, cleaning surfaces regularly using anti-bacterial spray and the children wash and dry their hands using warm soapy water with individual towels to dry their hands. The child minder washes her hands thoroughly before and after changing nappies and cleans the nappy changing surfaces before and after use. The child minder has introduced new policies and procedures in relation to the Covid 19 pandemic.

The child minder knows the children well. She meets children's individual needs effectively, with focus on developing and progressing each child's own range of skills. She considers individual children's wishes and needs in a sensitive manner, for example one child was getting tired so the child minder responded appropriately and gave her cuddles to settle.

The child minder understands the behaviour policy and consistently implements behaviour management strategies. She intervenes appropriately and calmly when there is a disagreement conflict between children. The child minder manages interactions in a warm, friendly and gentle way. She praises children for their efforts with positive language and encourages them to use good manners and to practise saying 'please' and 'thank you'. She encourages the children to be mindful of 'walking' rather than running, when indoors, to keep everyone safe.

Environment

The child minder ensures that the environment is safe, secure and well maintained indoors and outdoors. The premises is locked, gated and secure. When we arrived, we were able to sanitise our hands.

The premises is welcoming, warm and accessible to all. The playroom is a large open space, decorated to create a tranquil environment. The premises is clean and well maintained with good heating and ventilation dependent on the temperature. There is an extensive outdoor space, which the child minder and children use regularly and plans are in place to enhance this area. The children commented on how they grew their own vegetables in the garden.

The child minder completes effective and detailed fire risk assessments, which she regularly reviews. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she child minds, for example reminding them not to climb on furniture indoors.

Regular cleaning routines are in place, which reflect good hygiene practices. The child minder thoroughly embeds the Welsh Governments protective measures for childcare settings and infection control practices to minimise any risk to children's health and safety.

Leadership and Management

The child minder has a clear vision for the service and she shares her enthusiasm with others. The child minder leads by example and this is reflected in her policies and procedures. The child minder keeps up to date with best practice relevant to the children in her care, by attending regular training and looking at CIW website.

The child minder has an up to date and detailed statement of purpose, which is an accurate reflection of the service. It contains all the required information, meaning parents can make an informed decision about whether the service meets theirs and their child's needs. She complies fully with the relevant regulations and often exceeds the National Minimum Standards for Regulated Child Care. The child minder is very knowledgeable and passionate about her responsibilities. She reviews policies regularly, shares with parents and implements them thoroughly in practice.

Communication with parents is effective in order to keep them well informed. The child minder shares daily information by sending pictures and messages throughout the day. She also has a closed facebook page. We heard examples of the child minder working closely with a family to get the best outcome for a child.

Recommendations to meet with the National Minimum Standards

R1. To continue to develop the outdoor space

R2. To record lessons learnt from fire drills

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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