



## Inspection Report

**Emma Morris**

**Blackwood**



**Date Inspection Completed**

13/06/2023

## About the service

Type of care provided.	Child minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.10 May 2017
Is this a Flying Start service?	Click or tap here to enter text.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.

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

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

## **Summary**

Children are happy, have lots of fun and thrive in the child minder's care. They have excellent relationships with the child minder and her family and strong bonds with other children. Children are confident communicators and frequently make decisions about their care and play. Children progress well in their development through skilful support from the child minder and stimulating activities that respond to their interests.

The child minder fully understands her responsibility for keeping children safe and has good procedures in place. She has recently reviewed some policies and procedures to underpin her practice and is implementing these well. She provides warm, responsive care and manages interactions positively and in an engaging way. She has established boundaries within the setting and sets age appropriate expectations for behaviour, to effectively guide children's interactions. The child minder plans a good variety of play and learning opportunities to meet all children's developmental needs.

The child minder maintains her home very well, with safety aspects fully considered, providing a safe and welcoming environment. She makes effective use of available space, with good access to toilet, nappy changing and eating facilities. The rear garden is large, and she provides interesting activities for children outdoors. She provides very good resources and equipment to meet the needs of all children.

The child minder is well organised and provides a good service for both children and parents and overall, implements her statement of purpose well. The child minder carries out a basic review of her setting, but this has not effectively supported her to identify improvements that are required to policies and procedures. The child minder is receptive to advice and is committed to making improvements to her policies and procedures. Parents speak highly of the child minder and praise her dedication and commitment to their children.

Children are free to make choices and decisions. They choose what they would like to do as most toys are easily accessible. They express themselves confidently and approach the child minder for general conversations and to ask for help. For example, we saw them asking the child minder for extra resources and for help within their play. They took pride in their achievements, showing their drawings to the child minder. They are enabled to voice their opinions and included in all aspects of their care. Children express themselves confidently because they know their ideas, wishes and choices are listened to. Good questioning throughout the day encourages them to make informed decisions about their care.

Children are extremely settled and happy at the setting. They chat happily to the child minder about their families and school, giving them a sense of belonging. Children are enthusiastic to show or talk about what they have been doing, demonstrating high self-esteem. They enjoy the spontaneous praise they receive for succeeding or trying an activity, smiling broadly. For example, balancing along a wooden beam. Children readily seek out affection and support from the child minder, showing that they are clearly comfortable in her care. They know the daily routine well, pointing to the toilet after lunch, knowing it was time to have their nappy changed.

Children interact well and are learning successfully that they need to listen and engage with the expectations of the child minder to keep themselves safe. This includes eating and drinking in the kitchen and looking after the toys by tidying them away when they finish using them. Children are considerate of the wishes and feelings of others and respond positively to gentle reminders to share, take turns and use kind hands.

Children enjoy their time at the setting and are active and curious learners. They engage in activities that they are interested in for an appropriate length of time. They have time for uninterrupted play and persevere to complete tasks. For example, they played in the sand tray in the garden for a sustained period and kept returning to it when they wanted to make more shapes. They spent time turning pages of books, smiling, and taking them to the child minder to read the story. They enjoyed playing with dolls and their equipment, putting their 'babies' to sleep and feeding them.

Children thrive and make good progress in their learning and development. They take the lead in their play and actively follow their interests. For example, they held a toy mobile phone, chatting to their family, smiling. Children have great fun while learning and make big strides in their speech and language, for example repeating words with the child minder. They are developing good levels of independence. Children can access the toilet independently, feed themselves snacks, access equipment, and follow directions, such as to tidy toys away and wash their hands at appropriate times. They are motivated and follow their personal interests.

## Care and Development

Good

The child minder is very experienced and ensures children's health and well-being is promoted well. There is a child protection policy in place and the child minder has up to date training in safeguarding. Discussions with the child minder evidenced that she is aware of the procedure to follow if she had any concerns for children's welfare. She has reviewed her safeguarding procedure to ensure it clearly outlines the procedure to follow and refers to the revised Wales Safeguarding Procedures 2020. The child minder promotes healthy lifestyles, providing the children with fresh drinking water, accessible to them in their own drinking containers, and encouraging children to eat the healthier elements of their packed lunches first. The child minder has a food hygiene certificate, although she does not generally provide food but serves what the children bring. She has expanded her food policy to show how she safely manages food for children who have allergies or intolerances. The child minder completes accident, incident, and medication records well. Fire drills are practised regularly and are recorded appropriately.

The child minder manages children's behaviour well. She has a behaviour management policy in place, which identifies positive methods to manage children's interactions. The child minder has expanded the policy to reflect how specific elements of behaviour are managed such as bullying and restraining children. The child minder is respectful of children's needs, and she provides children with clear boundaries within her home. She is consistent in her approach and shows regard for individual children and their age and stage of development. Children are encouraged to take responsibility for their own behaviour. She consistently explains to children, the risks of them falling on discarded books or throwing a toy and this is successful. She is fair and firm when addressing minor disagreements between children.

The child minder provides a caring environment and is responsive to children's needs. She knows the needs and preferences of the children in her care very well. The child minder has ceased formally recording children's developmental milestones but said that she will reintroduce this practice for younger children immediately. The child minder informally plans for an interesting range of play and learning experiences for children, including many places and groups in the community. These support children to develop speech and language skills, as well as other fine motor skills such as cutting and sticking materials. She facilitates a few activities that reflect a diverse cultural environment, as she takes children to groups where and these activities are provided. Children enjoy making cards for celebrations such as Father's Day and Mother's Day. The child minder provides some opportunities for children to use the Welsh language, for example through reading stories in Welsh books, but does not provide the Active Offer of the Welsh language.

**Environment****Good**

The child minder ensures that the premises are safe and secure. She is confident in how to keep children safe and told us how she uses the car to transport children safely. She has basic written risk assessments in place showing how she manages risks in the environment and safety equipment is in place where required. The child minder keeps doors and gates locked appropriately and requires visitors to sign the visitors' book. She ensures that the premises are maintained to a high standard and that the heating system is serviced annually.

The child minder ensures that internal space is child friendly and utilises it well to provide a good range of activities for children. She uses the downstairs rooms, with an upstairs bedroom set up for a child to sleep in a cot. She has set up the lounge as a playroom to afford children a good degree of independence with many resources stored at a low level for easy access. The child minder has comfortable seating in the lounge for children to relax and eating facilities in the kitchen. The child minder effectively supervises children to use the downstairs toilet, as it is accessed via the kitchen. She provides appropriate nappy changing facilities. The child minder has a large rear garden that is set up with interesting activities. She provides areas of shade to protect children from the sun. She has a front driveway that provides safe access for children to use the car.

The child minder ensures that the children have access to a variety of good quality, play and learning resources. For example, dolls, construction sets, arts and craft and small world play. She has a number of books in the Welsh language. The child minder has a wide variety of outdoor equipment including a sand pit and playhouse. Children enjoy playing on the numerous ride-on toys, providing good opportunities to develop physical skills. They plant flowers and vegetables and enjoy watering them and watching them grow.

## **Leadership and Management**

**Adequate**

The child minder is experienced in her role and is committed to providing a good service and to improving her management skills, so she can continue to operate in line with the regulations and national minimum standards. The child minder has a statement of purpose that outlines what the setting provides, allowing parents to make an informed choice about the suitability for their child. She has reviewed the statement of purpose during this inspection. She has developed basic policies and procedures, many of which have been recently updated. She is going to further review policies, to reflect changes to legislation such as the Additional Learning Needs Code of Practice. She maintains daily records such as attendance registers well. The child minder has recently registered her setting with the Information Commissioner's office and is aware of confidentiality and data protection laws.

The child minder has a basic process in place to review the quality of the setting. She has not always been successful in identifying improvements that are necessary to keep her setting up to date with current information and legislation. She has updated several policies during this inspection, but others need further review and development. She asks for the views of children and parents, using their feedback to ensure she meets the needs of the children. She produces a very brief report of her annual review, but this does not provide her with an action plan of what improvements are required.

The child minder does not employ an assistant and works alone. She organises her day well, to meet the differing needs of the children she cares for. She has links with other child minders in the area and has nominated a back-up child minder that she can call on should an emergency arise. She ensures that all mandatory training such as paediatric first aid and child protection is regularly updated. All household members' disclosure and barring service checks (DBS) are up to date.

The child minder understands the importance of working in partnership with parents to ensure children receive the support required to meet their individual needs. She gathers useful information about children's preferences and routines before they start. The child minder keeps all parents suitably informed of children's day to day care via secure social media and through daily verbal information. She informs parents of their child's developmental achievements on an informal basis and is reintroducing the system to observe and record their development in a formal manner. The child minder has established good relationships with the local authority and other child minders in the area, providing her with a network of support.

### 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)
Ensure the annual review of the service effectively identifies any improvements that are required to keep setting up to date with current practices.
Review policies where necessary, to reflect recent changes to legislation
Provide more opportunities for children to develop their knowledge and understanding of the Welsh language and other cultures.

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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