



Inspection Report

Elin Astles

Pwllheli



Date Inspection Completed

10/06/2021

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection since commencing child minding in June 2020
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	<i>No. The service demonstrates a significant effort to promoting the use of the Welsh language and culture.</i>

Summary

This is an inspection undertaken during the Covid 19 pandemic.

Children are happy; they play confidently together and in the child minder's company. They express themselves well in accordance with their ages and stages of development. A good range of varied activities ensure they are interested in their play and learning and they enjoy themselves. The child minder is kind, caring, knows the children well and is considerate of their needs and preferences. The premises are clean, secure and provide space and facilities for children to develop and learn. The child minder has responded to guidance published regarding the COVID-19 pandemic and has taken action to minimise potential risk to children. The child minder understands her role in managing the service, makes changes to improve practices and has positive partnerships with parents.

Well-being

No Rating Required

Children choose what they want to do, such as playing with the toys they like. They make their own decisions; eating what they want and letting the child minder know when they have had enough. Children's ideas are listened to and what they have to say is responded to positively; for example, they talk about sailing on an imaginary sonic boat and the child minder asks if she can go with them and where will they be going?

Children are settled and feel secure. They run and give the child minder a hug to show they are happy and laugh and giggle as she plays a game of chase with them. Children are comfortable and at ease in each other's company and with the child minder. They naturally chat together throughout the day and feel valued when the child minder answers their questions. For example, they talk about the child minder buying them an ice cream and ask when they can go and buy another one. They are content when she says they will have to save enough money first.

Children are learning how to interact positively; they take turns and share toys. Children listen to instruction well and, for example, they put toys away when asked or hold onto the buggy when they are out walking. They are learning good manners and with a little encouragement on occasion, say please and thank you.

Children enjoy their play and learning; they show their excitement by shouting 'hurray' as they arrive at an open space in a woodland whilst out on a walk. They load the diggers they have chosen to bring with them with wood bark and make patterns and pretend roads in the wood chip as they play. Children investigate their surroundings and look in the woodland's 'bug hotel' or climb a wooden seat. They smile broadly at the child minder to show how proud they feel in managing to get up and down the seat carefully all on their own.

Children are developing skills of independence; those who are able use the toilet on their own and all of them wash their hands with soap and water before eating their lunch. They make up imaginary stories as they play with the cars and garage and tell us the white car is theirs and their dad has the blue car.

Care and Development

No Rating Required

The child minder understands her role in keeping children safe. She has an appropriate Covid 19 policy and having attended recent safeguarding training, has downloaded the relevant 'app' on her phone. Her first aid certificate is up to date so she could administer basic first aid when needed. Daily attendance registers are completed along with records for accidents, incidents and if required, the administration of medication. The child minder promotes healthy lifestyles, making sure they all wash and dry their hands properly before eating. Parents provide their child with packed lunches with the child minder offering milk and water to drink and healthy snacks of fruit. The daily routine includes spending time in the fresh air with children attending school walking home with the child minder so they have opportunity for physical exercise. Fire drills are undertaken monthly so children know what to do in the event of an emergency.

The child minder engages positively with the children and respects what they say at all times during our visit. She clearly explains what is expected of the children which results in good interactions. For example, the child minder tells the children how long they have left to play in the woodland. When it is time to go they help gather up the toys and are ready to set off without fuss. The child minder uses distraction to good effect and sustains the children's interest whilst they are sat waiting for lunch by asking them to find the different objects on their placemats. This works well and positive interactions happen as a result.

The child minder knows the children well and respects their preferences. For example, children's sleep patterns are followed and food preferences are adhered to. She plans for children's play and learning experiences making sure activities are varied to maintain children's interest. Detailed and colourful accounts of children's progress are kept in their individual development books which will be given to parents when their child leaves. The child minder is responsive and cuddles children naturally or and wipes runny noses when needed. She engages well with the children all of the time during our visit, talking to them and making sure they have what they need and they are all happy.

Environment

No Rating Required

The child minder makes sure the premises are secure, safe and clean. For example, doors were locked when we arrived, our identity was checked and we were asked to sign the visitors book and use the anti-bacterial hand gel before entering. A written daily safety checklist, a risk assessment for trips away from the home and confirmation the wood burner was only lit on a week end was received following the inspection. A detailed Covid 19 risk assessment had been undertaken showing how the child minder managed and where possible eliminated potential infection, in line with Welsh Government guidance.

The child minder provides care for children on the ground floor; safety gates are positioned near the front door and at the foot of the stairs to keep children secure. The living room / playroom is light, bright and clean and provides plenty of space for children to move around and enjoy their play experiences. The designated playroom area is well set out with toys and resources stored in open shelves so children can choose for themselves. Thought has been given to the layout of the enclosed courtyard which has been carefully designed to make the most of the available space to encourage children to learn and explore in the fresh air.

The child minder ensures equipment suits the children's age range. For example, younger children are safely strapped into a double buggy and highchair and there is a low level table and chairs for group activities. The child minder ensures the environment and resources are clean and in good repair. Toys and equipment are good quality, sufficient and promote children's play, learning and development. For example, they can play pretend in the mud kitchen, use ride on toys to practice more physical skills or sit quietly and read. A wide choice of wooden toys shows the child minder promotes sustainable materials.

Leadership and Management

No Rating Required

The child minder works with due care and attention in order to meet minimum standards and regulation. The statement of purpose provides parents with the information they need to decide whether the service suits their child's needs. Although the child minder speaks Welsh she does not fully provide the Welsh Government's 'Active Offer' as policies and procedures are available in English only at this time.

Since opening, the child minder has purchased resources to extend children's play and learning outdoors. She has amended documentation as and when needed and is aware of the need to conduct a quality of care review within a year of starting to care for children. Once completed, she will produce a written report to include the views of parents and their children, improvements made to date and those planned for the future. Parents contacted by us (CIW) replied with positive feedback about the child minder. For example they commented, *'xxx has developed big milestones within her care and is always encouraged to participate in educative play with plenty of colours, books, and opportunity to be creative with arts and craft'*, and *'I am more than happy with the service provided and it is nice to know xxx enjoys being with her'*.

The child minder makes sure both her own and household members' Disclosure and Barring Service certificates are current. She has obtained a NNEB (National Nursery Examination Board) diploma and has many years experience of caring for children in her role as a nanny before registering as a child minder. She continues to make sure her mandatory training is kept up to date and told us she enjoys caring for children.

The child minder has established positive partnerships with parents. She makes sure she has the relevant information she needs from them about their child's needs and preferences before their child starts. She shares information with parents daily when they drop off their children and at the end of the day when they are collected. The child minder regularly takes children for walks within the community which extends their understanding of the world around them.

Recommendations to meet with the National Minimum Standards

None

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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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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