



## Inspection Report

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Holyhead

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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18/05/2021

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	Both
Previous Care Inspectorate Wales inspection	This was the first inspection of the service since it was registered on 5 December 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No

## **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. We spent a short time at the setting to observe care practice and interactions between the child minder and the children in her care and the areas used by children. We requested some information and documentation be sent to us electronically.

Children are happy, settled and enjoy their time at the service. They are confident to communicate their wants and needs to the child minder and know they will be listened to. The child minder is kind and speaks with children in a warm and nurturing manner. She is very familiar with children's individual needs and preferences and strives to help children thrive and develop well. She plans a range of interesting activities, which aid children's learning and development. The child minder ensures the premises, toys and resources are clean and well-maintained. Hazards and risks are monitored and managed effectively. The child minder manages her service well and understands her regulatory responsibilities. She ensures documents and suitability checks are kept up to date and that parents are kept well informed about their children's development and of any changes to the service.



## Well-being

## No Rating Required

Children are happy, confident and settled. They move around the play areas freely and can choose from toys and activities on offer as they are stored within their reach. They are confident to follow their own interests and to show the child minder what they want. For example, when wanting to add mint leaves and flowers to the water tub 'to make it pretty'.

Children have formed a warm relationship with the child minder and each other. They share resources and play alongside each other well. They happily chat to the child minder about what they are doing and are eager to involve her in their play. For example, when bathing the doll they are eager for the child minder to help and chat about what to do next. They also enjoy spending quiet times looking at books or exploring the sensory bottles in the cosy tent in the garden and are given the freedom to come and join activities at their own pace.

Children are confident to approach the child minder for comfort, and are provided with positive words of encouragement and hugs when needed. For example, they show the child minder when they are tired, ask to sit on her knee or ask her to read them stories and are responded to warmly.

Children thoroughly enjoy their play and concentrate well. They are interested in what they are doing, which helps them to remain focused for a good length of time for their age. They are motivated to explore the different areas set out by the child minder and develop their skills through the range of experiences available. For example, physical skills using the slide and playing hoopla and learning about the world around them through exploration of water play, mud kitchen and planting herbs and flowers in pots.

Children have a good range of experiences and are able to spend time outdoors. They use the garden daily and have regular trips to local playgrounds, beaches and nature reserves where they have opportunities to develop physically. Children are encouraged to do things for themselves, such as tidying up at the end of activities and putting on their own shoes and coats. This helps them to gain confidence and promotes their independence.

## Care and Development

## No Rating Required

The child minder understands her responsibilities to keep children safe and healthy. She has completed safeguarding training and has a detailed safeguarding policy in place outlining the correct steps to follow should she have any concerns about a child in her care. She ensures regular safety checks take place, such as fire drills and daily checks of the areas used by children. The child minder records all accidents in her daily diary accurately, however they were not easy to find amongst all the other information should she need to refer back to them. She promotes healthy habits and good hydration well by providing children with access to their water bottles throughout the day and ensuring children enjoy healthy snacks and meals. The child minder promotes good hygiene effectively by encouraging children to wash their hands when appropriate. However, she stated she does not always follow best practice during nappy changing as she does not always use disposable aprons.

The child minder has built positive relationships with the children. She speaks with them in a kind and gentle manner and deals with any unwanted behaviour calmly and fairly. She uses positive methods effectively to redirect children if they begin to show any unacceptable behaviour. For example, when a child resisted going for a nap when they were tired she gently settled them on her knee to read a story to distract them. The child quickly indicated they were ready for their nap after the story.

The child minder plans a range of activities that are interesting and help children to learn and develop their skills. These plans are flexible and are adapted according to children's interests. For example, when one child showed great delight in the story '*We're Going on a Bear Hunt*' the child minder adapted the activities that week to be based around this story. The child minder strives to meet children's individual needs by working effectively with parents and other relevant agencies to ensure she provides the best care she can for children who need additional support. She keeps a record of children's progress using a combination of methods, keeping parents up to date with their child's progress. Using an online application, she sends daily updates of photographs, sleeping and eating routines and the activities children have taken part in to parents. She also tracks children's progress and development thoroughly using individual development trackers, where she highlights whenever children have achieved a particular skill.

## Environment

## No Rating Required

The child minder provides a clean and safe environment for children. She has set up a dedicated play area in the dining room, with free flow access to the garden. Both indoor and outdoor areas have a good range of toys, books and activities for children to enjoy. They can also relax on the sofas and spend quiet time or play in the lounge if they want to. The child minder has detailed risk assessments in place outlining potential hazards and the measures in place to manage these risks. She also has a dedicated risk assessment and policy in place outlining the additional procedures to prevent the potential spread of Covid-19. The child minder reviews all risk assessments regularly, however, she does not always note the date on which they are reviewed on the document.

The child minder ensures she provides a good range of toys and resources for children to choose from, including dolls, books, toy vehicles, jig saws, construction toys, counting aids and arts and craft materials. She organises the toys and games well and keeps them in boxes stored at low level so children can reach them independently. The child minder has created an inviting outdoor play area that offers plenty of space for children to play, explore and use their senses. She has set up a well-equipped mud kitchen, a relaxing sensory tent and a herb and flower plating area for children to smell and touch the different plants. She has also provided a range of toys promoting physical activity, such as a slide, hoopla game and a ball run created using recycled materials.

The child minder has a range of equipment to aid younger children's independence skills. For example, she has toddler toilet seats and steps in the downstairs wash room so children can use the toilet and wash their hands independently. The child minder told us she rotates toys regularly in order to ensure children are provided with a variety of different experiences. The toys and resources on offer were clean and in good condition. The child minder told us she cleans toys at the end of each day, and frequently completes a deep clean which is recorded on a dedicated cleaning log.



## Leadership and Management

No Rating Required

The child minder has a sound understanding of her role and regulatory responsibilities and provides a range of policies to enable her to run her service safely and effectively. These policies are clear and informative. The statement of purpose gives a clear and accurate description of the service offered, providing parents with plenty of information to make an informed choice. A separate Covid-19 policy is in place in order to keep parents informed of the changes that have been made due to the pandemic.

The child minder is developing an appropriate system of self-evaluation. She has not yet completed an annual quality of care review report as she has been operating for less than a year due to the Covid-19 pandemic. She plans to seek feedback from parents and children using a variety of methods, such as questionnaires, observations and verbal feedback to complete a review over the next few months. She already uses her observations of the children to implement changes according to their preferences and continuously improves the service she offers. For example, she purchases toys and craft equipment according to what they like and what they play with most.

The child minder manages her service well. She ensures that her own as well as household members' Disclosure and Barring Service (DBS) checks are valid and up to date. Records provided showed that the child minder gathers all required information about children prior to them attending. This allows her to plan effectively to meet children's individual needs. She also provides parents with a copy of all the service's policies, which they are asked to sign to show their understanding and agreement. The child minder also asks parents to sign permission slips for their children to take part in outings and activities during the Covid-19 pandemic.

The child minder has established positive partnerships with parents. Those we spoke with told us they were very happy with the service. They told us information was shared regularly about their child's development and about any changes to the service. They also said the child minder was very approachable and helpful with any queries they had and went above and beyond to meet children's individual needs and preferences.

## **Recommendations to meet with the National Minimum Standards**

R1- Follow current best practice with regard to nappy changing procedures by using disposable aprons during every nappy change.

R2- Note the date on which documents are reviewed to evidence this takes place regularly.

**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
<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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