



Inspection Report

Nermin Sallam

Llantrisant



Date Inspection Completed

19/09/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	20 October 2017
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.

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<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

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

Summary

Children thoroughly enjoy their time at the child minder's home. They feel very secure, happy, and comfortable. They play freely, are extremely contented, and happily communicate their needs. Children confidently choose toys and activities which interest them from the selection available. They have very positive and affectionate bonds of attachment with the child minder and each other.

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She is very kind and nurturing towards the children and manages children's behaviours exceptionally well. The child minder effectively promotes children's play, learning and development.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development. The child minder monitors the environment well to identify and eliminate any unnecessary risks to children's safety.

The child minder has an exceptional understanding of regulatory requirements and ensures that all mandatory training is completed regularly. She has established strong partnerships with parents and works hard to ensure that children are nurtured within a safe and stimulating home environment.

Well-being**Excellent**

Children are very happy, settled and thoroughly enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves through verbal and nonverbal communication. They are confident communicators, chatting constantly to the child minder and are keen to engage us in their play too. As a result, their wants, moods and needs are fully considered. They have opportunities to make choices and decisions. For example, they play freely, make choices about the toys they play with and select activities which interest them.

Children feel safe, happy, and valued. They are very settled and clearly have a strong sense of belonging. They know the routines well and are actively involved in deciding the structure of the day. For example, children purposely help with tidying up and decide that they are ready for snack time. They form strong relationships with each other, learning to share favourite toys. They are clearly cared for by a nurturing child minder who knows them very well. Children display positive emotional bonds of attachment with the child minder and seek out cuddles and reassurance.

Interactions between children and the child minder are consistently positive and often delightful. Children smile and laugh as they sing and make the actions to 'Row, row, row your boat' with the child minder. They are treated with respect and the child minder takes their views into account. For example, she lets children know that she will be checking and changing their nappies soon so that their play is not unexpectedly interrupted. Children interact successfully, co-operating and learning to share with each other.

Children confidently choose activities that interest them. They thoroughly enjoy their play and learning. For example, children showed enjoyment and sustained focus when they made some autumn wind chimes. They choose the colours they would like to use and wait patiently for the child minder's help when she is helping another child. Children receive a round of applause when they have completed their wind chime and look extremely proud of their achievements. Children have freedom to safely explore their indoor environment. They have good opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available.

Children are well supported and encouraged in developing their independence. Visits to the bathroom to wash hands are used as opportunities to teach and encourage the children to do this properly and independently. Children are given plenty of time to succeed at such tasks. Children sit nicely at mealtimes and are competent in feeding themselves. They are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

Care and Development**Excellent**

The child minder has an excellent understanding of her role and responsibilities to keep children safe and healthy. She has purposeful and thorough policies in place, which promote the children's safety and well-being. Her safeguarding training is up to date, and she has robust procedures in place to safeguard children. The child minder promotes children's health successfully. She prioritises children's wellbeing and safety. She holds current first aid and food hygiene certificates. There are very good systems in place to record accidents/incidents and administration of medication. Effective and robust hygiene practices are in place. Handwashing and sanitising are carried out regularly and the children are supported in this practice. Nappy changing procedures are appropriately followed. The child minder is experienced and carries out her role professionally and to the best of her ability. She is very aware of the individual needs of all the children in her care.

The child minder is very kind and nurturing towards the children. She manages children's behaviours exceptionally well using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. She has established excellent bonds with the children in her care and we saw her providing cuddles and affection to the children when they seek this type of interaction. The child minder sits with children during story sessions ensuring that children can choose their own story books. She has developed her practice to ensure that story sessions offer relaxing and purposeful literacy experiences. The child minder has an excellent understanding and is knowledgeable of every child's stage of development. She is an exemplary role model and has created a calm, nurturing and homely environment in which children can thrive.

The child minder effectively promotes children's play, learning and development by ensuring that the daily routine offers flexibility as well as planned and stimulating activities. She plans a wide range of exciting and interesting play opportunities around children's individual interests. For example, she enables children to create a train track which covers the whole living room floor as this is their current favoured activity and provides origami activities for children who have expressed curiosity in this activity. The child minder engages positively with children during activities and free play naturally promoting their play and learning. For instance, when playing with dinosaurs, children invite the child minder to play asking her, "*do you want to play?*". They then go on to immerse themselves in a game in which the child minder plays along and introduces new vocabulary which the children immediately copy and practice. She keeps effective records evidencing previous activities and educational visits such as visiting the library and the local pet shop. The child minder carefully and thoughtfully maintains developmental records making informed observations and identifying the next steps. The individual developmental records are updated frequently and provide a detailed picture of each child's progress. The child minder ensures that children have access to Welsh books and provides posters which display Welsh vocabulary. She has identified that this is an area she would like to further develop.

Environment**Excellent**

The property is safe and very well maintained. The entrance is secure, and all visitors sign in and out of the setting. The child minder practises monthly fire drills with varying groups of children and at varying times to ensure they can evacuate the building in the event of an emergency. The child minder completes daily visual checks and has comprehensive risk assessments in place for the premises, transporting children and activities. The indoor and outdoor areas are secure and provide a stimulating space for children to play and learn.

The property is welcoming, well organised, and homely. Children benefit from a dedicated play area which is organised and full of resources. Within the play area, there is low-level, accessible storage which children can easily access. Children proudly take responsibility for showing off the trays of toys and explaining what resources and toys are kept in each tray. Children have lots of floor space to play as they move between the play area and living room. The kitchen and dining area is used when completing creative tasks. Children can move freely between outdoors and indoors and can easily access a downstairs bathroom which is clean, well maintained and child friendly. The child minder uses the outdoor play space often, it is extremely well maintained and organised. On the day of our visit the weather was stormy, and the children did not play outside. The childminder provides a wide range of engaging resources outside, which extend children's play and physical development. The outside area is partly covered, and the child minder tells us that children enjoy playing under the gazebo when it is raining.

Inside, the child minder encourages children to freely explore an excellent range of quality toys and play equipment to suit their individual needs. The layout and design of the play area and general environment promotes children's independence well. The child minder makes sure children have access to a range of equipment that suit their age and stage of development. She introduces toys which spark exploration and encourage imaginative play. For example, children play for a sustained period of time in their 'kitchen' area carefully making 'tea' and 'toast'. Older children who access the provision after school have opportunities to engage with crafting activities and other age-appropriate resources. The child minder ensures that older children have toys and resources which are of interest to them, noting for example, that some children are particularly interested in pirates at the moment and so ensuring there is a good range of such toys available to them.

Leadership and Management

Excellent

The child minder works very hard to provide a quality care provision to children and their families. There is a clear statement of purpose providing parents with accurate and detailed information. Policies and procedures are clear, extremely well organised and implemented well. The child minder manages her setting in line with the regulations and the National Minimum Standards. All aspects of paperwork are extremely organised.

The child minder monitors the quality of service and plans for improvements very effectively. She regularly seeks feedback from parents and children and uses the information to write an annual quality of care report and identifies areas of development. The child minder's questionnaires demonstrate very high levels of satisfaction from parents and children.

The child minder ensures that her own continuous professional development is maintained through fulfilling a comprehensive training programme. She ensures that all mandatory training is kept up to date, such as food safety and first aid. In addition, training such as effective risk assessments, have been completed in order to introduce further robust practices to the setting. The child minder is extremely experienced and knowledgeable and has established an excellent system to ensure she is compliant in all aspects of the care that is provided.

The child minder has developed strong and positive relationships with parents. Feedback received from parents is extremely positive. Parents told us that they are very pleased with the setting and with the opportunities their children experience with the child minder. Parents said that the child minder is, *"a reflective practitioner who does everything with integrity."* The child minder ensures that she communicates regularly with parents through verbal handovers, emails and phone messages. Parents tell us that, *"She keenly supports children in all of the key areas of development, and we are watching them thrive in her care."*

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)
	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)
Further develop the use of Welsh within the setting.

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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