



## Inspection Report

**Amber Holehouse**

**Llantwit Major**



**Date Inspection Completed**

05/07/2023

## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.21 June 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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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>Good</b>

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

## **Summary**

Children are confident communicators. They are happy and settled. Children laugh and engage with each other and the child minder well. Children access a range of opportunities at the child minders home and in the local area, which promote their all-round development. They are developing independence skills well.

The child minder understands and implements policies and procedures to promote safety for children. Suitable cleaning and hygiene practices are in place. The child minder knows children very well and has sound knowledge of their needs, with some children attending her service for many years. She provides a range of play and learning activities, indoors and out.

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and well maintained. She provides an interesting range of suitable quality, developmentally appropriate play and learning resources.

The experienced child minder runs her service well and complies with the national minimum standards and regulations. She keeps up to date with mandatory training and regularly reviews and evaluates her service.

Children are confident communicators. They have good opportunities to make choices and decisions about what activities and resources they want to play with. We saw children asking to play outside with their wishes acted upon. Children confidently ask the child minder “*can you open this*” when needing support to open a bottle during role play.

Children are happy, settled and cope well with separation from their parents or carers. They have positive bonds of attachment with each other and the child minder. Children receive support and reassurance, having regular cuddles and comfort. They are familiar with routines. For example, at mealtimes and during planned activities and outings.

Children express enthusiasm and enjoyment. They laugh and engage with each other and the child minder. Children confidently interact with each other. For example, during a ‘Doctor’s’ role play activity. Children are aware of each other’s feelings and take interest when a friend needs support from the child minder. They respect one another’s wishes. We saw a child ask another child if they could give them a cuddle, when the response was no, they listened.

Children are interested in their play and learning. They follow their own interests and engage their imagination during play. For example, we saw children engaging in role play, going on a train to the dinosaur park. Children are inquisitive and enjoy seeking out new experiences. When children played with ice cubes, they enjoyed seeing it melt. Children access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their independence skills well. They support the child minder when tidying up and follow instructions, choosing activities or resources independently. Children feed themselves at mealtimes, competently using cutlery. They access the bathroom, with support if needed, and take responsibility for their own belongings, such as putting their shoes away and attempting to dress themselves.

## Care and Development

Good

The child minder understands and implements policies and procedures to promote safety for children. She has attended child protection courses and is aware of her responsibilities to safeguard children. She holds current first aid and food hygiene certificates. Appropriate accident, incident and medication records are complete. Following the inspection visit, the child minder confirmed she has implemented a system to ensure privacy is maintained when parents sign accident records. The child minder has knowledge of allergies and dietary needs. During the inspection, more detailed information in relation to dietary needs have been introduced.

Parents provide a packed lunch and suitable drink for children, which is appropriately stored in the fridge. Suitable cleaning and hygiene practices are in place. The child minder encourages children to regularly wash their hands and has a suitable nappy changing policy. The child minder ensures children regularly have sun cream applied and wear a hat during warm weather.

The child minder understands her behaviour management policy and consistently implements positive strategies, with effective use of distractions and timers. She engages with children at their level. The child minder knows children very well and has sound knowledge of their needs, with some children attending her service for many years. She has very positive relationships with children, offering encouragement and praise. Regularly telling children, “*Well done*”, “*Lovely ... wow!*” and encourages good manners repeating “*please and thank you*”. Her interactions with children show warmth and kindness. We saw her give children cuddles and sat with them to complete activities. They engage in interesting activities together with lots of laughter.

The child minder is aware of children’s individual development and completes regular records and observations. She provides a range of play and learning activities, indoors and out. For example, we saw the child minder sit with children, playing with frozen animals in ice blocks, learning names in both Welsh and English. The child minder encouraged children to look at different sizes of ice blocks and to observe what happened in the sun. She confirmed children regularly go on walks and visit local parks, libraries, and groups. The child minder is aware of additional learning needs and signposts parents to support if needed. They celebrate a range of festivals and promote diversity through the resources available. Basic Welsh is promoted by the child minder.

**Environment****Good**

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and well maintained. The entrance to the home is gated, with an outer door and porch area, and visitors are signed in. There are basic risk assessments in place, which are reviewed. On-going visual checks are completed. Regular fire drills are undertaken and recorded. Heating checks are in place. Cleaning routines reflect good hygiene practices. Following the last inspection, the child minder has a new pet dog. Overall, the dog is kept separate from where children are playing. Children are encouraged to have supervised contact with the dog, consent forms are in place. There are stair gates to reduce access to the kitchen and upstairs area of the home. The home is light and well maintained. Children have access to a dining area, lounge, and downstairs bathroom. There is direct access into the secure garden from the lounge. The child minder confirmed the dining area is the main area used for child minding.

The environment meets the children's needs and enables them to reach their full potential. Inside, there is a suitable range of equipment available to children. More toys and resources are stored within the garage, which children can access with support from the child minder. The outdoor play space is secure and provides more play opportunities with a small climbing frame and slide, playhouse, and storage with more outdoor toys.

The child minder provides an interesting range of suitable quality, developmentally appropriate play and learning resources. There is a range of resources to ensure children have a variety of choice. For example, small world play, sensory activities, reading books, role-play activities and puzzles. There is suitable equipment for the ages of the children who access the service. For example, large and small table and chairs, pram, and booster seats for the dining table.

## Leadership and Management

Good

The experienced child minder runs her service well and complies with the national minimum standards and regulations. There are accurately maintained records. Registers are complete, with actual times of children's arrivals and departures. All household members disclosure and barring service checks (DBS) are up to date and on the update system. The child minder has an up-to-date Statement of Purpose and keeps Care Inspectorate Wales (CIW) up to date with any changes at the service.

Children have accurate and complete contracts, with a range of consent forms in place. One consent form was not fully signed. However, this was swiftly rectified during the inspection process. The child minder reviews her policies regularly, updates and amendments are recorded, with new policies implemented following the last inspection. Following this inspection, the child minder has updated and developed new policies to include additional learning needs and safeguarding. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her service. She has a recent quality of care report, which includes parental and children's views. The child minder keeps up to date with mandatory training and uses resources available to her through her memberships, undertaking numerous training courses over the past year.

The child minder works with other professionals and has strong links within the local community. The child minder promotes positive partnerships with parents. She keeps parents up to date, with the use of private messages and verbal conversations at the start and end of the day. As part of the inspection process, we gained feedback from parents via an online questionnaire. Comments were very positive, one stated *"Amber is an amazing child minder and provides a stimulating, fun and loving environment. We are lucky to have her"*.

### 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

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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