



## Inspection Report

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**Caldicot**



**Date Inspection Completed**

01/07/2022

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## About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	18 May 2022
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify, or meet the Welsh language needs of people /children who use, or intend to use their service.

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

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

## **Summary**

Children are happy, secure and comfortable at the setting. They have positive relationships with the child minder and her assistant. The children are forming good friendships and are sensitive to others.

The child minder has suitable policies and procedures, which promote the children's well-being. There is a caring atmosphere, and the child minder meets children's individual needs successfully.

The child minder's home is welcoming with a dedicated playroom for child minding purposes. The outdoor space provides opportunities for children to develop independence, creativity, and physical skills. Indoors, there is a suitable choice of resources and toys available and accessible for children. Toys and play equipment indoors are age appropriate and in good condition.

The child minder manages the setting adequately and complies with CIW regulations. However, the childminder must update her Statement of Purpose to accurately reflect when she is working with an assistant. The child minder works well with parents to give them information about the service and the children's well-being and care.

Children are happy and settled in the child minder's care. They happily approach her for support and are confident their needs are being met. Children play freely, choosing their own toys independently in the dedicated playroom. We saw older toddlers enjoy building with bricks, small world toys and chatting happily to each other. Younger toddlers are enthusiastic about their play and learning and have a strong voice. They confidently make choices and decisions. For example, whilst playing indoors, younger children chose dress dolls, as well as access various other resources themselves. Children engage well in completing activities such as jigsaws, naming animals and fruits with support from the child minder.

Children are confident communicators and their preferences are respected and appreciated. They speak openly to the child minder, and it is clear they have formed positive bonds of affection with her and are also very fond of her family and their pet dog. Children play happily and are content. Interactions between children are good and they get on well together in their play. When minor conflicts break out between the children, the child minder is quick with her response and addressed the issue before the conflict escalated. She was fair and listened to both children, and suggested ways they could sort out the issue of taking turns to play with a favourite toy. Children are inquisitive about CIW as a visitor and confidently ask, *"What are you doing here? Are you new?"* *"Why did you bring your computer, and can I show you a game I play on the computer?"*

Children experience age/developmentally appropriate opportunities that promote their independence skills. For example, helping themselves to resources during free play, washing their hands and accessing the toilet independently. Children have lots of free choice. We saw children choosing when they were ready for their morning snack and what they wanted to eat for lunch, as well as helping themselves to their favourite fruit from the kitchen. Younger children eat their snack independently and assist the childminder in tidying resources. They are familiar with their routines.

The child minder understands her responsibilities in relation to children's safety and wellbeing. There are appropriate record keeping systems in terms of the administration of medication, accidents, and incidents. However, we noted that one accident record had omitted parents' signature and some records were very faint. In light of covid19, pandemic the child minder prioritises infection control, with changes made to visitor access to the home, as well as frequency of cleaning and hand washing routines. The child minder understands her responsibility to protect children and responded well to potential child protection and safeguarding scenario. She has completed training on The Prevent Duty and Radicalisation. The child minder and her assistant both hold valid First Aid certificates, and both adults have completed safeguarding training.

The child minder knows the children well and is a good role model. Children have a good relationship with her, which helps them to feel relaxed and settled. We heard children saying "*please*" and "*thank you*" without being prompted by the child minder. Children happily seek comfort, reassurance, or interaction during their play.

The child minder promotes children's play and learning to a good standard. She plans activities in conjunction with children individual needs and abilities. The child minder places emphasis on children's emotional well-being and provides space and time for them to develop their communication skills. The childminder regularly records children's development regarding their ability with age and stage of development. These are recorded and shared with their parents.

**Environment****Adequate**

The child minder ensures her home is a safe place for children. It is secure from unauthorised people as external doors and gates are locked. She manages hazards well, eliminating them wherever possible. For example, daily checks of the environment are completed daily. The child minder ensures a clean, well-maintained environment. She completes risk assessments on all areas used by children and places visited regularly.. Safety equipment is in place within the child minder's home where necessary, for example a stair gate is securely in place between the playroom and the kitchen area. The child minder undertakes regular fire evacuation drills with the children, so they are familiar with procedures. She cleans the environment thoroughly and supports children to wash their hands regularly.

The child minder's premises is adequately spacious and organised indoors. There is a dedicated playroom, and toilet facility for children to access on the ground floor. We observed children using the main areas of the house on the ground floor, including the kitchen area. Older children mostly use the living room area to do art and craft activities or play board games. Children access the small chairs available to them in the playroom and low-level storage unit with drawers containing toys and resources. The child minder has appropriate resources and equipment for a range of ages. There was a variety of storage units containing resources in the playroom. The child minder told us the children access the outdoor area regularly. The outdoor area is large and has a variety of play resources.

## **Leadership and Management**

**Adequate**

The child minder runs the setting relatively well and has knowledge of her regulatory responsibilities. There is a detailed statement of purpose which is mainly compliant with regulations and National Minimum Standards. However, the child minder had not included that she works with an assistant. We did not take action on this matter because this was rectified before the inspection process was completed and a written notification to CIW was also submitted. Children's contracts are in place. However, sibling contracts are grouped together, and not individualised as it was assumed that the parental permissions used from the first child was applicable for the second child as well. The child minder has all relevant insurances in place. Her assistant and household members have current Disclosure and Barring Checks (DBS). The child minder keeps accurate attendance records of when the children arrive and leave.

The child minder completes the annual review of the setting. She frequently gathers the views of children and parents. The quality-of-care review shows developments made to the service.. The child minder has implemented all the recommendations from her previous inspection and has an ICT policy in place. The child minder is an experienced practitioner. She ensures all mandatory training is kept up to date and seeks further training on areas of interest and priority.

The child minder's lost child and uncollected child policies and procedures are somewhat brief. The lost child policy did not have clear timeline of when emergency services should be called and both policies did not include the local safeguarding board and CIW's contact details. The child minder stores her documents securely, and she shares her written data protection policy with parents.

The child minder informs parents about their child's day and development. Sending text messages and photos to parents throughout the day. The child minder effectively uses the local environment to enhance the children's experiences. She takes them on walks and visits to places of interest and playgroups. This helps give children a sense of belonging within the community and provides them with exciting opportunities.



## Recommendations to meet with the National Minimum Standards

R1. Ensure the Statement of Purpose (SOP) clearly reflects the adults (assistant) involved in caring for the minded children

R1. Ensure the Statement of Purpose (SOP) clearly reflects the adults (assistant) involved in caring for the minded children

R2. Broaden the lost child and uncollected child policy to include timeline that would be followed in alerting when a child goes missing and including contact details for LA safeguarding board and CIW

R3. Ensure all accident records are clearly signed by parents in a timely manner

R4. Ensure all children have full and individualised contracts including parental permissions on starting of the placement.

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

N/A	No non-compliance of this type was identified at this inspection	N/A
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<b>Ratings</b>	<b>What the ratings mean</b>
<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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