



## Inspection Report

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**Haverfordwest**



**Date Inspection Completed**

25/09/2023

## About the service

Type of care provided	Child Minder
Registered places	5
Language of the service	English
Previous Care Inspectorate Wales inspection	10 January 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

### **Summary**

Children are very happy and relaxed with the child minder and they have a strong bond of affection with her. They have fun in their play, and they have good opportunities to make choices. They are supported well to do things for themselves.

The child minder is motivated and enthusiastic. She cares for children with genuine affection and is a good role model. She knows the children in her care well and plans interesting activities suitable for their stages of development. She has appropriate procedures in place to keep children safe but due to personal circumstances, her training and knowledge are out of date in some areas.

The child minder provides an appropriate environment which meets the needs of the children. Due to a fire in her family home, the child minder needed to rebuild the range of resources available for children, which she continues to do. She ensures the environment is safe, secure, clean and comfortable.

The child minder manages her service appropriately. She is developing her policies and procedures and has a plan in place to update necessary and additional training. She builds strong partnerships with parents who are very happy with the service she provides.

## Well-being

## Good

Children have good opportunities to make choices and decisions. They make choices in their play, such as choosing the colour of paper they want to use for a craft activity, and they know that the child minder will listen to their ideas and choices. For example, when the child minder suggested an activity, a child said, "tidy up" and was able to continue with their preferred activity of tidying up before joining in with the planned activity.

Children feel very comfortable, relaxed, and valued. They are able to make links between home and school life and their time with the child minder. For example, they make pictures for their families and sing songs they sing at school. Children enjoy recounting trips and experiences with the child minder when looking through photos. They spontaneously give her cuddles and are full of smiles. Children clearly have a strong bond with the child minder and parents' feedback also emphasises this.

Children interact well with each other and with the child minder. They co-operate well when the child minder asks them to do something, such as tidying up or preparing to go out. They have fun and they display lovely manners. Children are learning to think about others' feelings; a child, on several occasions during our visit, gave praise to another child, saying "*well done*".

Children are actively interested and engaged in their play activities, and they have fun. They join in enthusiastically with action songs and are fully engaged when exploring books with the child minder. When the child minder suggested that they find some Welsh nursery rhymes to sing along to, a child said, "*Oh yes please!*" with excitement.

Children experience interesting, developmentally appropriate opportunities that promote their all-round development and enable them to confidently follow their own interests, indoors and outdoors in the community. They have real-life experiences, such as going on a train with their tickets, checking books out at the library and wheeling barrows to collect sticks on a walk. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For example, children helped themselves to snacks from their bags and sat at the table to eat them. They also had time to think things through and solve problems such as getting a jigsaw piece in the right way.

## Care and Development

Adequate

Overall, the child minder has adequate processes in place to keep children safe. The child minder supervises children well. She has an appropriate understanding of her responsibilities in relation to safeguarding children. However, she last updated her safeguarding training over three years ago. It was also over three years since the child minder completed first aid training. This is an area for improvement, and we expect the provider to take action. Overall, the child minder follows safe hygiene processes, such as wearing gloves to change nappies. However, she does not always wear an apron when changing nappies, as is specified in Public Health Wales guidance. The child minder actively promotes a healthy lifestyle. She ensures children always have easy access to water and takes them outside to play in the fresh air daily.

The child minder always interacts with children with warmth and kindness. She shows genuine affection towards the children and listens carefully to what the children have to say. She also boosts their self-esteem through regular praise and has fun with the children. She knows the children, and their needs and preferences, very well.

The child minder plans a range of interesting activities which are suitable for the children's stages of development. She ensures they have regular opportunities to do activities in the outdoors in the community. The child minder communicates regularly with parents about their children's well-being and the activities they take part in. However, she does not keep a record of the children's development to plan for their next steps. Due to personal circumstances, the child minder has not kept up to date with recent developments in child-care. She began to address this during the course of our inspection.

The child minder uses the Welsh language regularly and purposefully throughout the day. For example, she says, "*Dere ma*" (come here), "*unwaith eto*" (one more time) and "*beth yw hwn?*" (what's this?). She sings with children in Welsh and takes them to a local Welsh toddler group, promoting the language positively.

**Environment****Adequate**

The child minder ensures the environment is safe and secure. She keeps the door locked and does not allow unauthorised access to visitors during child minding hours. The child minder takes measures to reduce risks to children, such as using safety gates to prevent access to the kitchen and the stairs. The child minder ensures there are no unnecessary hazards to children. She keeps her home clean, tidy and a comfortable temperature.

The child minder provides a suitable environment which meets children's needs. The care is provided in the lounge which is comfortable and contains a small table and chairs where children are encouraged to sit to eat, as well as comfortable sofas where they can relax. Children move around this area confidently and easily access resources independently. There is not an outside area for children to access but the child minder regularly uses the local area to ensure children have outdoor play, such as the local woods, parks, and footpaths.

The child minder provides a range of suitable resources to the children. She is in the process of rebuilding the range of toys she has available for children, due to losing many resources in a fire. She provides resources which meet the children's interests and support the development of a range of skills, such as an easel and mark-making equipment, jigsaws, toy cars and books.

## **Leadership and Management**

**Adequate**

The child minder has a statement of purpose in place which contains basic information about the service she provides. This contains some outdated information. We checked a sample of the child minder's policies and found that these do not fully meet national minimum standards and do not reflect developments in childcare guidance.

The child minder has appropriate records in place in line with regulations, such as child record forms and contracts. She updates insurances as required. During this inspection, she took action to update relevant Disclosure and Barring Service (DBS) checks.

The child minder understands the regulatory requirements in relation to reviewing the quality of the care she provides, although she has been unable to complete the quality of care report this year due to extenuating circumstances. She communicates effectively with parents to ensure they have the opportunity to feedback about the service she provides. She reflects on the service she provides and is motivated to improve the service. Following our visit, the child minder began to book necessary training and explore the further training that is available for her professional development.

The child minder has good partnerships with parents which have a positive impact on children's well-being. She communicates with them on a daily basis via messaging apps and parents and the child minder share photos and information on the children's experiences and well-being. Parents tell us they are very happy with the service provided. The child minder also builds positive relationships in the community and makes the most of local facilities for the benefit of the children. The child minder has positive partnerships with other child minders which enable them to support each other and share good practice.

### 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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24	The child minder must ensure she has up-to-date, relevant, paediatric first aid training.	New
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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)
Standard 1 - Information	Update the statement of purpose to ensure it contains all relevant and up-to-date information.
Standard 18 - Quality assurance	Update all policies and procedures to bring them in line with national minimum standards and current guidance.
Standard 20 - Child protection	Update safeguarding training.
Standard 7 - Opportunities for play and learning	Further develop the system for observation of children's development and planning for their next steps.

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)
Ensure hygiene processes, when nappy changing, are in line with Public Health Wales guidance.

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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