



Inspection Report

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Saundersfoot



Date Inspection Completed

29/09/2022

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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	11 May 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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

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

Summary

Children have a strong voice at this service. They know their needs, preferences and feelings will be listened to and they can make their own choices and decisions. Children express enjoyment and are comfortable, relaxed and very settled. They have opportunities to follow their own interests and enjoy taking part in the activities on offer.

The child minder works adequately to ensure children are kept safe and healthy. She has developed effective policies. The child minder promotes good behaviour, encouraging positive interactions and acts as a good role model consistently. She offers children a range of activities, resources, and experiences.

The child minder competently ensures the environment is safe and secure for the children in her care. She offers a wide range of toys and resources, both indoors and outdoors. The child minder provides age-appropriate equipment and furniture and ensures all resources are well maintained, clean and safe.

The child minder is organised and keeps all required records accurately and securely. She works positively to implement any recommendations. She develops her own skills and knowledge and has developed good relationships and links with other child minders and keeps parents well informed.

Children are confident communicators as they receive a consistent response or interaction and have good opportunities to make choices in relation to their play. For example, children decided what they wanted to play with throughout their time at the service. One child asked, *“more please?”* and the child minder responded positively to this with *“of course, what do you want darling.”*

Children are content and express enjoyment as they feel safe, happy, and valued. They know that their needs and requests will be acknowledged and followed. For example, one of the younger children raised their hands to show they wanted to be picked up and the child minder followed their cues. Children’s feelings, likes, dislikes and needs are acknowledged as they have good bonds of affection/attachment. When unsettled, they go to the child minder for reassurance and support.

Interactions between children and the child minder are consistently good. The children cooperate well for their age and are actively interested and engaged in the play opportunities available to them. For example, the children enthusiastically exclaimed *“yay!”* after being told they could go and see the Guinea pigs and have a go on the swings. Children have a sense of belonging and are beginning to form friendships. One child played ‘pee-po’ with another child while at the play kitchen.

Children enjoy a reasonable selection of appropriate play opportunities indoors and outdoors and can also relax and have quiet times. They have many opportunities to initiate their own play. For example, they happily played with the play kitchen and were enthusiastic and engaged as they placed their dolls into the cot to sleep. Some children concentrate for an age-appropriate amount of time and have freedom to explore their environment safely. They have many opportunities to follow their own instincts, ideas and interests and confidently change their play to suit them. For example, one of the children went to get a pushchair to play with outside.

Children have some opportunities to develop their independence skills, enabling them to do some things for themselves successfully. For example, the children ate their food independently and helped put their bag away after lunch. They experience a suitable variety of age and developmentally appropriate opportunities that promote their all-round development. For instance, they attend a variety of local playgroups, go on outings in the local community and they choose how they spend their time in the afternoon. Parents were very positive about the children’s variety of experiences.

Care and Development

Adequate

The child minder generally keeps children safe and healthy. She identifies and actively manages risks, consistently reminding children about keeping safe. The child minder has effective cleaning arrangements. However, she needs to establish consistent hygiene practices to minimise cross contamination. For example, she did not ensure children washed their hands before eating food and did not change her apron between nappy changes. She has a general awareness of what she would do if there was a child protection issue. The child minder has a range of basic, clear policies in place. However, some policies need updating to reflect current best practise and current information. For example, some policies still use CSSIW instead of CIW. The child minder supports children to speak or express themselves as they receive a consistent response or interaction.

The child minder implements positive behaviour management strategies. For example, she frequently said “*well done!*” to the children and reminded them to say thank you. The child minder is sensitive to the children’s needs and is always trying to find out what the children wanted. For instance, when a non-verbal child made a gesture, she would offer the child a range of play resources until she found the one they wanted. When one child became unsure, the child minder gave them lots of reassurance and they settled quickly back to play. The interactions are very positive, demonstrating warmth and kindness.

The child minder provides an appropriate range of play and learning activities. She regularly attends various community groups with the children, and she keeps photos to reflect where they have been during the day such as the local play group and beach. She uses this time to provide children with structured activities and provides children with unstructured free play when at home. She consistently asked children questions during their play including “*what can you see?*” and “*do you remember what that is called?*” The child minder carries out some basic observation and planning. However, this is not recorded consistently. The child minder knows the children very well, she discusses their likes and dislikes and where the children needed extra support. She encourages children to begin to become independent while eating food, drinking, and moving between the indoor and outdoor area. The child minder works positively to promote Wales and the Welsh language, using some basic Welsh words and celebrating Saint David’s day.

Environment

Good

The child minder ensures that the environment is safe, secure, and well maintained indoors and outdoors. She organises and carries out regular cleaning routines. The child minder has recently developed and implemented basic written risk assessments and completes daily visual risk assessments. However, she did not have a risk assessment for the indoor areas the children have access to. Since the inspection visit, the child minder has created a risk assessment for the premises. The child minder ensures that regular heating and safety testing are carried out and all certificates were available to inspect on the day. She carries out regular fire drills and regular checks on the resources and equipment the children use. The child minder ensures the outdoor area is secure and safe for children, making sure children do not access the steps without supervision and maintaining the outdoor area and resources to a good standard.

The environment has good indoor play space for children to move freely and the child minder ensures that the outdoor play space is used as often as possible. As a result, children have plenty of room to spread out and take part in different activities, they have freedom of movement, and get lots of fresh air. The premises are welcoming, warm, and accessible to all. There is a downstairs toilet which children can use and some of the resources are stored at a low level which children can access themselves. Any resources which are kept out of reach or in unlabelled containers, the children can request, or the child minder pulls out in order for children to see what is on offer. The outdoor area offers a range of challenges and play opportunities.

The child minder ensures children can access a broad range of good quality age-appropriate furniture, toys, and equipment both indoors and outdoors. For example, play dough, kitchen role play resources, dolls, books, jigsaws and creative materials. Children can play within the playroom or sit at the dining table and are secured into booster seats with harnesses according to whichever suit their needs or activities. There are varied resources to keep the children's interest. There is a good sized outdoor play area which is well maintained and presents some very good play opportunities for the children. For example, during our visit we saw children using the swing, playing on the slide, and playing in the sand pit.

Leadership and Management

Adequate

The child minder works positively to ensure she develops her service and has a clear understanding of her responsibilities as a provider. She provides parents with a welcome pack and has a satisfactory statement of purpose that reflects the service provided and meets most of the National Minimum Standards (NMS). However, it does not contain the most up-to-date information and is missing information about the routine of the service. Since the inspection visit, the statement of purpose has been updated and fully meets the NMS. The child minder ensures that all relevant information is kept about the children in her care including individual needs, emergency details and a range of permission forms. She consistently records accidents and records medication given to children in her care. However, she does not always ensure parents sign the record to acknowledge the entry. She reviews her policies on an annual basis and notifies Care Inspectorate Wales of changes to her service. Since the last inspection, the child minder has implemented all of the good practice recommendations. For example, the contracts for the new placements are explicit in regard to the times they are cared for by the child minder.

The child minder reviews the quality of care annually. She seeks the suggestions of children, and their parents/carers as part of the process and produces an apt quality of care report which reflects on her service and includes the improvements she wishes to make.

The child minder is knowledgeable about development and best practice in childcare through the range of courses she attends. For example, she has completed safeguarding and a first aid course this year as well as completing courses on food hygiene, improving food and nutrition and emotional well-being. She maintains accurate information about the times of attendance of the children in her care and ensures she meets the conditions of her registration by caring for no more than 10 children at a time.

The child minder ensures that communication and engagement systems with parents are good. She keeps parents well informed. She provides written and/or verbal feedback depending on parents' preferences. Parents told us that their children love coming to the service, they know that their children are safe and happy, and she takes them out and about regularly. The child minder is developing links with relevant professionals and responds positively to information and advice given to improve her service.

Recommendations to meet with the National Minimum Standards

R1 – Ensure all documents are updated to reflect the current service and current best practice.

R2 – Ensure parents sign the medication record to acknowledge the entry.

R3 – Ensure there is a consistent record of children's development, activity planning and observation of children; especially under 2 years, to help plan for the children's next steps in their development.

R4 – Further develop the safeguarding procedures to include additional records including nappy changing and existing injuries.

R5 – Ensure policies and best practice in relation to hygiene are always followed.

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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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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