



Inspection Report

Lisa Cartwright

Bridgend



Date Inspection Completed

28/02/2024

Welsh Government © Crown copyright 2024.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert] 29 November 2018
Is this a Flying Start service?	[Manual Insert] 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.

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

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

Summary

Children are happy and confident to communicate their wishes, and their needs are considered. They have good opportunities to make choices and decisions and their interests are valued. The children have a sense of belonging and have formed good relationships and friendships with their peers and with the child minder.

The child minder implements policies and procedures to promote healthy lifestyles, physical activities, safety, and well-being. She identifies and actively manages risks and ensures that children feel valued and happy. The child minder plans for children's learning and development and is a good role model to children.

The child minder has good measures and policies in place, to ensure the safety and welfare of children in her care. The environment is safe, secure, and very well maintained. The equipment and resources are of a good quality, ensuring that the facilities provided to children are of a very good standard.

The child minder has a good vision and nearly all policies and procedures meet the National Minimum Standards. However, some improvements are required in relation to record keeping. She ensures that her continuous professional development is maintained through completion of various training courses. The child minder works closely with parents and has established partnerships with the local school for pick a up service.

Well-being

Good

Children are confident to communicate their wishes and their needs are considered. They have good opportunities to make choices and decisions and their interests are valued. An example of this was when a child indicated to the child minder that they wanted to play with blocks and she immediately placed the items on the floor. The child looked pleased that they had been understood.

Children are settled and are happy in their environment. They cope well with separation. For example, at the dining table, over afternoon snack, we saw the child minder asking the children who was coming to collect them, and they were all eager to talk about family members comfortably.

Interactions between children and the childminder are consistently good and children engage well with the child minder and their peers, being interested and supportive of each other's needs. Children interact happily with each other and with the child minder as they talk about their day in school and what they would like for afternoon snack.

Children are engaged, active and express enthusiasm and enjoyment in their play and learning. For example, when children chose to gather on the carpet to play, they were immersed in their chosen activity with the childminder of "which animal am I?" and participated in miming the animal of their choice with excitement. Older children choose to play on the electronic device in the playroom. The children clearly have a sense of belonging and have formed relationships and friendships with their peers and with the child minder. They are comfortable to participate in the events of the day with confidence.

Children are eager to show or talk about what they have been doing. They have opportunities to experience age-appropriate activities and resources that promote their all-round development, enabling them to follow their own interests confidently. For example, one child chose to play with the construction toys, building them up into what he stated proudly was a crane and a rocket. They looked very proud of their ability to be independent in their play and lead on their own actions. Children have good opportunities to develop their independence skills and we saw children eating and using the toilet independently, where they also washed their hands without support.

Care and Development

Good

The child minder understands and implements her policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. She identifies and actively manages risks and children receive consistent responses or reactions. Risk assessments are comprehensive and reviewed annually or dynamically if something has been identified. There was a safeguarding procedure in place in line with regulations and the childminder demonstrated a good understanding of procedures to follow in relation to safeguarding issues. The childminder had in place a medication and accident book. Robust cleaning and hygiene practices are implemented and hygiene levels at the premises were very high. Children bring their own packed lunches and have their own water flasks and they are reminded regularly to have a drink. Whilst home languages are respected and promoted, the child minder said that she does attempt to introduce some basic Welsh words at the setting.

Interactions between the childminder and children are warm and consistent, demonstrating interest and kindness. She knows the children well and is sensitive to the needs and experiences of children. The child minder is a good role model with interactions between her and the children being continuous, even if this is not always verbal, her eye contact and body language offer reassurance and praise. The child minder explains to children what is happening next. For example, *"I'm going to take your socks off now because you have stepped in a puddle on the way home from school, okay? - Is that okay?"* The child acknowledged happily. As children prepared for their afternoon snack in the dining area, the dialogue was open and supportive, *"What would you like? Would you like toast or pancakes or both? How much would you like and is that enough?"* Children feel safe and respond with enjoyment.

The child minder has a good understanding of children's rights and is committed to providing a range of play and learning activities which are age appropriate. She is aware of children's development, and confirmed she always ensures she tries to provide an array of age-appropriate activities for the age range of children she cares for. The child minder confirmed and provided evidence of learning experiences for example, completing activities within the child minder's home, such as crafts, outdoor play in the garden, visits to local parks as well as a range of other play experiences.

The child minder has effective measures and policies in place, to ensure the safety and welfare of children in her care. The environment is safe, secure, and very well maintained. It is welcoming, warm and homely and the child minder has good infection control practices in place which minimise any risks to children's health and safety. There is a clear entrance and exit point. Risk assessments are in place for several activities and areas, which are reviewed annually as well as visual checks, which are undertaken daily. Children are always supervised, and the child minder understands levels of risks and acts on these accordingly.

The home environment is immaculate and decorated to a high standard, offering a very good indoor play space for children to move freely. The outdoor space at the rear of the home environment was not used on the day of our visit due to very poor weather conditions. Indoors, the designated playroom offers a range of resources which stimulate the curiosity and interests of the children. The playroom area is carpeted and includes a low sofa with cushions, numerous storage units with resource boxes, all at appropriate height levels so that children can access them independently. For example, building blocks, small world resources, a range of books, and role play equipment such as a kitchen. In the main dining room, the childminder has purchased an 'L' shaped bench and normal bench so that all children can sit together at the dining table.

The child minder has worked hard to adapt and transform a room inside her home, which is solely for the use of the service as well as children having use of the dining area and lounge. Outdoors, an enclosed garden can be accessed only via a back door inside the property. Although the childminder's car is insured for childminding purposes this is only in the case of an emergency and the childminder walks the children back and forth to the local school.

Leadership and Management

Adequate

The child minder has a good vision and provides an up-to date statement of purpose which reflects the service and is shared with parents. Nearly all policies and procedures meet the National Minimum Standards and are reviewed annually. The child minder takes pride in the way she manages her paperwork system and we saw that the administration file included all aspects of required paperwork, including valid Disclosure and Barring System (DBS), training certificates, service certificates, insurance documents, memberships, policies, risk assessments, fire drills and children's files. However, the recently updated children's records had omitted to include the medical/GP contact details in respect of some of the relevant children. Prior to the production of the report, the childminder confirmed to CIW that these records had now been amended to include all required information. The child minder is knowledgeable about many of her responsibilities and documentation was organised and stored confidentially.

The child minder carries out a quality of care review each year. She told us that she had last carried out a quality of care review in January 2024, where she had received responses from parents and children. As a result of the feedback, the child minder had amended her statement of purposes and purchased additional resources requested by the children, such as soft toys, games, and LED drawing pads.

The child minder told us that training had been challenging during the pandemic but succeeded to continue with her training albeit online. She confirmed that she had completed Prevent Duty training and Prevent Awareness course via HM Government online system which she had completed on 31Jan 2024. In addition, she also confirmed that she had completed a Level 2 Food, Safety and Hygiene for Early Year's Settings via PACEY online which she completed January 2024 as well as completing a face to face Paediatric First Aid Training via Bridgend County Borough Council in February 2024. The child minder told us that she enjoys the opportunity to train and complete courses face to face.

The child minder has formed close relationships with two child minders, one of whom is a backup child minder. She told us that this provides further opportunities to discuss training and development with them. Partnerships have also been established with the local school where the child minder offers a reliable pick-up service. She has good communication with parents where most communication is undertaken daily on a closed WhatsApp chat.

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
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

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 5 - Records	Ensure that all children's records sheets of information are accurate at all times and that no information has been omitted.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- [Inspection report survey](#)

If you wish to provide general feedback about a service, please visit our [Feedback surveys page](#).

Date Published 12/04/2024