



## Inspection Report

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**Porthcawl**



**Date Inspection Completed**

07/03/2024

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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	8 August and 7 September 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<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 have a strong voice. Children know each other and the child minder well, they are happy, settled and interact successfully. They follow their own interests and are competently developing their independence skills.

The child minder promotes children's health and safety well. Interactions are positive with bilingual encouragement and praise. The child minder is aware of children's individual needs, promoting their learning, identifying next steps and developmental targets.

The child minder has thorough policies and risk assessments in place to ensure the environment is safe, secure, and well maintained. The child minder provides a wide variety of equipment and resources for children to access.

The child minder runs her setting well and complies with the national minimum standards and regulations. Following the last inspection, she has implemented changes to ensure safeguarding is prioritised. The child minder is keen to drive improvement and seeks children's and parents' views to develop the setting.

**Well-being**

**Good**

Children have a strong voice. They make decisions about what and where they play. We saw children freely choose and confidently play with toy cars, dolls, and share books. Children decide what they would like for snack and if they would like toast or bread with their soup at lunch.

Children are happy, settled and cope well with separation from their parents or carers. They have positive bonds of attachment with the child minder and other children. Children receive support and reassurance. We saw them have cuddles whilst drinking a bottle of milk. They are very calm and familiar with routines. For example, whilst using the bathroom, at meal and rest times.

Children express enthusiasm and enjoyment. They laugh and engage with each other and the child minder. Children interact well, sharing resources and help to tidy up after their meals. They recognise when others achieve milestones. For example, when younger children stand independently, older children excitedly share these achievements with the child minder. Children are proud when they receive stickers for completing puzzles, some say thank you with no prompting. They engage with one another during play and sit with the child minder whilst sharing a book. Children confidently call the child minder by her name.

Children are interested in their play and learning. They follow their own interests and access resources independently. They engage happily with music movement toys, taking turns to press the button for the toy robot to move. We saw children engage in role play with a doll, feeding them a bottle and then attempting to give the doll a bath. They are beginning to learn colours, shapes and count in both Welsh and English. Children have good opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their independence skills positively. Younger children are supported to wash their hands, whilst older children do so independently. Children feed themselves at mealtimes. They follow instructions well, such as helping to tidy up. Children take responsibility for their belongings, attempting to put their shoes on and off and accessing their drinks independently.

## Care and Development

**Good**

The child minder understands her policies and procedures to promote safety for children. She has current safeguarding, first aid and food hygiene certificates. The child minder has appropriate accident, incident, and medication records. Overall, there are thorough

contracts and consent forms in place. However, there are no consent forms, risk assessments or sleep policy in place for children's sleeping arrangements. The child minder provides all snacks and meals for children, with a suitable healthy drink. She provides a sample menu for an overview. The child minder has systems in place to support children with dietary needs and intolerances. Cleaning and hygiene practices are effective. We saw the child minder clean tables and wash hands regularly. Children regularly access the bathroom and wash their hands. The child minder follows her nappy changing policy, with effective systems in place.

The child minder understands her behaviour management policy and implements positive strategies consistently. She engages with children at their level, often sitting on the floor with them, or at their side whilst they are at the table. The child minder knows children very well, they talk about their family and events. She has positive relationships with children, offering encouragement and praise. We heard her say "*Da lawn*", "*Well done*" and "*Yay, amazing!*". The child minder encourages good manners, repeating 'please' and 'thank you' to children. She interacts with warmth and kindness. We saw her give children cuddles and sit together to share a book. The child minder uses unplanned opportunities to develop discussions and learning. For example, when a child found a woodlouse, this was a learning opportunity, discussing the colour and looking at the features of its body. Children were encouraged to 'set him free' in the garden, back to nature.

The child minder is aware of children's individual development. She maintains an overview of children's development and shows children's current achievements and next steps. The child minder is in the process of reviewing her development records and may develop this further in the future. She provides a range of play and learning activities. For example, we saw the child minder sit with children, learning colours and counting, and completing insert puzzles. They celebrate festivals and promote diversity through some of the resources and activities available. The child minder keeps a list of celebrations to promote a range of events over the year. The child minder is actively developing the use of Welsh. Implementing 'voice recordings' with basic Welsh sayings to encourage Welsh in the setting.

## Environment

Good

The child minder has thorough policies in place and ensures the environment is clean, safe, and well maintained. The front door is secure. Visitors and household members who are present whilst minding takes place sign in. A secure exterior side door provides direct access into the playroom. The child minder has a range of risk assessments in place. Covering areas within the home, car, school runs and local visits such as the park, beach, and playgroups. The child minder also completes a risk assessment sheet, alongside daily visual checks. Children access an upstairs bedroom to sleep. However, there are no risk assessments, consent forms or policies in place in relation to this. She completes detailed fire drills and annual gas checks are current. The child minder has a pet dog, who is kept away from the main play areas. Children have supervised contact with the dog and consent forms are in place. The child minder's home is light, bright, and well maintained. Children have access to a playroom, with an adjoining bathroom. There is also a small preparation kitchen area within the playroom. The child minder confirmed, the adjoining dining room is mainly used for older children to complete arts and crafts whilst the living room is used for older children to relax. Double doors from the rear of the playroom allow direct access into the secure garden.

The child minder ensures the environment meets the children's needs and enables them to reach their full potential. Inside, there is a suitable range of equipment, which children can access independently or with support from the child minder. The outdoor play space is secure, although the child minder confirmed this is currently out of use due to on-going building work. The child minder plans on having the garden complete in readiness for the summer. Outside resources will be reinstated once the work is complete. Children will also have access to a greenhouse and vegetable patch, allowing them to grow fruit and vegetables.

The child minder provides a range of quality, developmentally appropriate play, and learning opportunities. There is a range of resources to ensure children have a variety of choice. For example, construction play, mark making, reading books and role-play activities. The child minder has implemented Welsh prompts, routine cards, and a Welsh board to encourage Welsh in the setting. The child minder provides suitable equipment for the ages of the children who access the setting. For example, large and small table and chairs, prams, and highchairs. The child minder confirmed she has a variety of car seats which are suitable for the ages and stages of children who attend the setting.

## Leadership and Management

Good

The child minder runs her setting well and complies with the national minimum standards and regulations. Following the last inspection, the child minder has made improvements to the running of her provision. We have been able to close non-compliance noted at the last inspection. The child minder acted swiftly on recommendations to develop the provision.

The child minder keeps accurately maintained records. For example, registers record actual times of children's arrival and departure, her own children, as well as household members present. The child minder is very organised, she has systems in place to ensure paperwork is readily available, with effective overview sheets. Confidential records are maintained and stored appropriately. She ensures all household members disclosure and barring service (DBS) checks are up to date. An accurate statement of purpose is available.

The child minder ensures complete contracts are in place and reviews her policies at least annually. She maintains up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her setting well and produces a thorough quality of care report. This includes parental and children's views. The review describes how she intends to improve her setting. For example, providing more open ended, child led play, alongside developing her outdoor play area.

The child minder keeps up to date with training and uses resources available to her through her related professional memberships. For example, accessing grants to develop her setting and liaising with the local authority childcare team for support. The child minder promotes positive partnerships with parents, keeping parents up to date, through verbal conversations and the use of private messaging.



### 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
20	The registered person must promote the welfare and care of children at all times, including when undertaking school runs. Ensure policies and risk assessments in relation to school runs are implemented fully, at all times.	Achieved

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
31	Ensure CIW are notified of all significant events within appropriate timescales.	Achieved

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 appropriate documents are in place for sleeping arrangements, including consent forms, risk assessments and a sleep policy.

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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