



## Inspection Report

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**Bridgend**



**Date Inspection Completed**

02/03/2022

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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	24 August 2016
Is this a Flying Start service?	No.
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.

## **Summary**

Children are happy and settled and have developed positive relationships with the child minder and each other. Children are animated and enthusiastic in their play and they have fun. They experience a varied range of interesting and appropriate opportunities that support and develop their learning.

The child minder promotes a healthy lifestyle and keeps children safe. She is caring and is committed to her role and responsibilities. The child minder manages interactions consistently and calmly. She promotes children's development well, personalising play and learning to promote children's well-being and development.

Children receive care in a secure and comfortable environment. There is space and facilities to encourage children to play and learn both indoors and outdoors. Toys and play equipment are age appropriate and in good condition. The setting is clean and has a welcoming atmosphere.

The child minder is an effective leader, and she follows regulations and national minimum standards as required. She has a range of policies and records in place and is organised. She reviews her service continuously and ensures she meets the conditions of her registration. The child minder has positive partnerships with parents and keeps them suitably informed.

## Well-being

Children have good opportunities to make choices. They make choices about their play and what they eat. Children asked for rescotes, such as playdough and decided whether to complete a craft activity or not. They asked for fruit and decided what filling to have in their sandwiches.

Children are content and express enjoyment; they feel very safe, happy and valued. Children happily engaged with each other and the child minder. They confidently explored their environment and completed activities and games with enthusiasm and enjoyment, for example when they played hide and seek. They have a sense of belonging, form positive relationships and are familiar with routines. Children were excited to see each other and play with each other after school.

Interactions between the children and the child minder are consistently good. They listen to her instructions and answer her questions. For example, while discussing Saint David's Day, the children told her what they had learnt in school. Children share craft resources and helped each other to make decisions, for example, when deciding which stick to use for their Welsh Dragon flags. Their behaviour was good, and they had good manners.

Children are enthusiastic and involved in their play and learning. They enjoy a good range of interesting opportunities. They concentrate for an appropriate amount of time for their age, and the child minder builds on the children's interests. For example, by knowing the children well, she provides their favourite resources. She gives children the opportunity to select their own activities by entering the conservatory to select their resources, such as the playdough and bikes.

Children take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. Children happily showed us their colouring, included us in their play and told us about their day at school. Children experience interesting age/developmentally appropriate opportunities that promote their all-round development. They visit many external venues, such as the museum, a gymnastics group and various other places such as local parks and the library. Children have a range of good opportunities to develop their independence skills. Nearly all children visit the toilet and wash their hands independently.

## Care and Development

The child minder promotes health and safety well. She regularly reminds children about keeping safe and includes safety discussions within the play activities, such as to be careful when playing with the sticks and to remind children to wash their hands before snacks. The child minder offers healthy food and drink, which is agreed with the parents. She ensures that she is prepared for emergencies, for example, she takes a first aid kit and the emergency contact details of each child when on outings and trips. The child minder has a safeguarding policy and has a good awareness of safeguarding procedures, she confidently answered what she would do when discussing a child protection scenario.

The child minder manages interactions well. She is consistently responsive to the children's needs and wishes and she calmly listens to them when they communicate. All interactions are positive and demonstrate genuine warmth and kindness towards the children. For instance, she used gentle, soft tones with the children. The child minder promoted positive behaviour which in turn resulted in children playing with and alongside each other well. The child minder praised children for being well behaved and polite.

The child minder provides a varied range of appropriate play and learning opportunities and therefore the child minder promotes children's development well. She follows children's interests and promotes learning through play. For example, when a child ate ice cream, she asked the child questions, "*Is it hot or cold?*" and further developed the child's learning by conducting a small experiment with the ice cream by melting it, which the child clearly enjoyed. The child minder consistently asks questions; using simple open and closed questions and discusses the children day at school and what they wanted as a snack. She supports learning by adapting activities, for example using cards to support children to spell their names.

## Environment

The child minder effectively ensures that the environment is safe, secure and well maintained both indoors and outdoors. She completes daily visual safety checks and has home and fire risk assessments in place, which she reviews regularly. She performs monthly fire drills so that children know what to do in the event of a fire and she ensures that appropriate maintenance safety checks and insurances are in place, such as gas heating certificate and vehicle insurance.

The child minder ensures that there is good indoor play space for children to move freely. There is plenty of space for messy play and meals and space for quiet play and rest. There is a good size rear garden for physical play and fresh air, which is regularly used. The child minder provides equipment suitable for the age and stage of development of the children. For example, step up stools, car seats, buggies and highchairs.

The child minder ensures that children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment, which include play materials that promote cultural awareness and equal opportunities. For example, books, dressing up clothes, craft materials, interactive toys and role play items such as cooking utensils. Some of the resources are stored in another room, which can make free choice a little hard, but children are taken into the conservatory to choose their toys and we also heard them asking the child minder for resources such as the bikes. The outdoor play area provides physical play opportunities and fresh air, where children have use of items such as a playhouse and small climbing frame.

## Leadership and Management

The child minder demonstrates positive leadership skills in the documents and records that are available for her service. She maintains and shares an up-to-date informative statement of purpose that accurately reflects the service provided. The child minder keeps the required records securely and includes specific information about the child's needs, likes and dislikes as well as all other regulatory information. She records accidents, incidents and medicine given to children, sharing information with parents. There is a good set of policies in place that show understanding of current best practice, with policies shared with parents, to include policies such as, internet safety and mobile phone use, outings and Covid 19.

The child minder has an effective self-evaluation system in place. She seeks feedback from children and parents and takes account of the views of external agencies. The child minder regularly reviews the quality of her service and has produced a quality-of-care report. The report identifies areas for improvement and future plans for the service, such as further training for the child minder and obtaining more resources and equipment for the garden.

The child minder manages her time appropriately and prioritises activities according to needs. For example, core training such as first aid, safeguarding and food hygiene, is up to date. She has a current Disclosure and Barring Service certificate for herself and other household members. Attendance records show that the child minder is operating within her conditions of registration.

The child minder keeps parents suitably informed of their child's well-being and progress through verbal feedback and regular reports. For example, she regularly shares information to show what the children had been doing during the week and children take items of craft work home. The child minder has good links with the community and regularly takes children to the local parks, library and events.



**Recommendations to meet with the National Minimum Standards**

### 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

**Date Published** 31/03/2022