



## Inspection Report

**Suzanne Martin**

**Porthcawl**



**Date Inspection Completed**

*25/05/2023*

## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	8 March 2017
Is this a Flying Start service?	<a href="#">Manual Insert]</a> 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.

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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 feel secure, happy, and comfortable at this setting. They play freely, have fun, and express themselves well. Children choose toys and activities from the selection available. They have a good relationship with the child minder and her family.

The child minder provides a home from home atmosphere and meets children's needs successfully. She offers free play opportunities as she only provides care for older children before and after school at present.

The child minder ensures the environment is safe, clean, and well maintained. The premises are homely, welcoming and well organised. The child minder provides an adequate range of resources to meet children's interests.

The service is generally managed well. The child minder has an adequate range of policies and procedures in place. Communication with parents is effective.

Children have a confident voice and feel comfortable to express themselves. They play freely and make choices about the toys and activities they play with from the selection available. For example, after school the children decided to play in the playroom with cars and other vehicles.

Children feel safe, happy, and valued. They engage positively with the child minder and her family. They are very settled and relaxed. They told us that they enjoy their time with the child minder and have fun.

Interactions between children and the child minder are consistently good. They talk freely to the child minder about things that interest them and are consulted about what they want to do whilst in her care. Children cooperate and share resources well. Children are treated with respect and their views are taken into account. For example, children are asked if they want to complete the solar system craft activity or to do something else.

Children confidently choose activities that interest them. They have good opportunities to initiate their own play and to influence their activities. They freely choose toys from the resources available. They told us they like building tower blocks and watching them fall, role playing their favourite characters from movies, completing games and using the trampoline in the garden. They can choose to relax and have quiet times and told us that they often complete their homework, which they find helpful.

Children are independent, they are old enough to do things for themselves successfully. They have freedom to safely explore their indoor and outdoor environments. They confidently access toys and resources from the storage systems in the playroom.

## Care and Development

Adequate

The child minder has a range of basic policies, which promote the children's safety and well-being. The child minder understands the procedure to follow should she have any safeguarding concerns about the children in her care. The child minder promotes children's health successfully. She provides freshly cooked meals and offers snacks and drinks regularly. However, she has not consulted with the Food Standards Agency and Environmental Health to ensure that any food safety requirements are complied with. Effective hygiene practices are in place, with regular cleaning routines followed. The child minder provides opportunities for children to be active and get fresh air as they have regular access to the garden. There are systems in place to record accident, incident and medication administration.

The child minder is caring and interacts well with the children. She has an appropriate behaviour management policy in place and is a positive role model. The child minder becomes actively involved in children's discussions about their day at school and knows when to step in to help and support children. For example, when a child struggled to untangle the string for a craft activity.

The child minder provides age-appropriate resources and activities for the children. She is aware of their interests which enables her to provide some appropriate toys. The child minder knows the children well and has a good understanding of each child's individual needs and routine. The child minder promotes independence well, children are capable of doing things for themselves. Due to the short period of time the children are cared for, the child minder does not plan activities, she promotes free play. However, she sometimes prepares activities linked to well know celebrations such as Mother's Day and Father's Day. The child minder told us that she does not promote the use of the Welsh language.

**Environment****Adequate**

The child minder ensures that the indoor environment is safe, clean and well maintained. She keeps the front door locked. The child minder completes risk assessments for the environment; however, she did not detail all risks such as the glass double doors leading to the living room and glass cabinet doors in the sitting area. While no immediate action is required, this is an area for improvement, and we expect the child minder to take action. There is a secure, well-maintained garden to the rear of the property and there is a separate area for the pet dog. The child minder has up to date vehicle insurance and heating test certificates in place. She practises and records fire drills at appropriate intervals.

The child minder's premises are welcoming, homely and well organised. The children benefit from a dedicated playroom where their photographs are displayed along with some inspirational quotes. This promotes a sense of belonging and strengthens their connection to the setting. They also access a spacious sitting/dining area and kitchen. The areas are warm and bright with plenty of space to play. Accessible storage containing age-appropriate toys and resources are kept in the playroom. Children are able to independently access a ground-floor cloakroom toilet.

The child minder ensures the children have access to an adequate range of toys and play equipment that suit their individual needs and interests. Toys and resources are stored appropriately, and the layout and design of the environment promotes children's independence well. For instance, children can access play toys and resources themselves. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment.

## **Leadership and Management**

**Adequate**

Generally, the childminder runs her service well. She is organised and keeps the required records. The necessary policies and procedures are in place, however, they have not been updated and do not display review dates. The safeguarding policy does not refer to current legislation. Information relating to children, including their contracts is complete. The childminder has a satisfactory statement of purpose in place that reflects the service provided, however, it has not been updated for some time and does not fully comply with regulations.

The child minder reviews and reflects upon her service and produces a basic quality of care report. She seeks the suggestions of people who use her service in her evaluation process. The child minder responds positively to information and advice given to improve her service. The child minder only provides before and after school care at present.

The child minder makes sure she and most adult household members have an up to date Disclosure and Barring Service check (DBS). However, one DBS was out of date. Following the inspection, the child minder confirmed that a new DBS application had been completed and she was awaiting the certificate. The child minder's core training is up to date, including safeguarding, paediatric first aid and food hygiene. She told us that she does not have any further training planned at present.

The child minder promotes positive partnerships with parents. She is accommodating to the needs of the parents using the service. She shares information with parents verbally and via text messages. The child minder, when time permits, makes good use of the local area, such as visits to the beach.

### 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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25	Ensure the risk assessments detail all identified risks and how they will be managed, reduced or eliminated.	New
15	Ensure the statement of purpose contains all the required information to ensure that parents/carers can make an informed choice about using the service.	New

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 12 - Food and drink	To consult with the Food Standards Agency and Environmental Health to ensure that any food safety requirements are complied with.
Standard 7 - Opportunities for play and learning	To promote the Welsh language and culture.
Standard 20 - Child protection	Ensure policy is updated with current legislation, contact information and dated.

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)
To maintain records for minded children aged over 12 years.
Ensure all policies and procedures are up to date and have review dates.

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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