



Inspection Report

Marianne Marshall

Bridgend



Date Inspection Completed

05/07/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	3 July 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.

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

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

Summary

Children are happy and content at the child minder's home. They are able to make choices and decisions about how they spend their time. Children are settled and are confident interacting with each other and the child minder. They are developing friendships and show good bonds of affection with the child minder.

The child minder is knowledgeable and well qualified. She has a good understanding of how to keep children safe and promote their health and wellbeing. She manages behaviour effectively by promoting positive interactions. The child minder promotes children's development and enables them to lead their own learning.

The child minder has good systems in place to ensure the environment is safe, welcoming and stimulating for children. Children have access to a wide range of age-appropriate resources and equipment, both indoors and outdoors.

The child minder is committed to providing a good quality service. She meets and often exceeds the regulations and the National Minimum Standards. The child minder has good systems for reviewing and improving the setting. She develops positive partnerships with parents, who are very happy with the care their children receive.

Well-being**Good**

Children have a good influence on how they spend their time at the child minder's. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. They move freely around the different areas in the playroom. Children feel safe, happy and comfortable in the child minder's care. They are extremely content and settled and did not stop smiling, giggling and talking.

Children are very relaxed in the child minder's home. They are forming positive bonds of affection with the child minder; they enjoy her company and express themselves well because they know they will receive an immediate response. Children enjoy the child minder's involvement in their play and frequently interact with her. For example, they offered her something to eat and drink when they were playing in the play kitchen. Children have a good sense of belonging; they were excited to show us where they hang their coats and put their shoes.

Interactions between the children and the child minder are consistently good. The children co-operate well for their age and are actively interested and engaged in the play opportunities available to them. For example, they shared the resources when playing ball together. Children are beginning to form friendships with one another and respond well? positively to the child minders prompts to interact and acknowledge one another.

Children engage well in their play and learning and confidently participate in activities of their choice. For example, the children enjoyed playing with the trolley and shop resources for an extended period of time. They play appropriately for their age and stage of development. They listen and play cooperatively, share resources, negotiate, take turns and follow directions from the child minder well. For example, when a child wanted to have a toy that another child had, the child minder explained that they could have a turn next and supported the child to choose another activity whilst waiting for their turn.

Children have opportunities to develop their skills and independence in line with their age and stage of development which enables them to successfully do some things for themselves. For example, they retrieve resources independently and feed themselves with little support. However, there are missed opportunities to enable children to develop even further independence skills.

Care and Development

Good

The child minder is confident in her responsibilities to keep children safe and healthy. She implements very good cleaning and hygiene procedures and encourages children to wash their hands frequently. The child minder follows the appropriate food hygiene procedures for storing the children's food and ensures her records are kept up to date. The child minder maintains good risk assessments, which show that risks have been considered and minimised where possible. The child minder has a good understanding of safeguarding procedures and has an informative policy in place. She is confident in the correct procedures to follow if she has any concerns about any child. She maintains appropriate registers of children's attendance and records the exact arrival and departure times. The child minder ensures that children's privacy and dignity is respected during nappy changes and when using the toilet, and she ensures the children show respect to one another.

The child minder manages interactions positively. She is a positive role model and talks to the children using a calm voice. She encourages good manners by prompting children to say '*please*' and '*thank you*' when appropriate. The child minder praises children for their efforts and accomplishments to promote their self-esteem, saying "*You did it! Well done!*" Children are confident to approach her if they need help or want something, and she responds to their verbal and non-verbal cues. For example, one child sat on the child minder and grabbed her hands and started rocking back and forth. The child minder immediately understood what the child was asking and said, "*Do you want to sing row, row, row your boat?*" The child beamed and thoroughly enjoyed the interaction with the child minder. The child minder responds warmly to the children, this increases their confidence and ensures they feel valued.

The child minder supports children's learning in a positive way. She is knowledgeable about children's development and is committed to meeting their needs. However, she needs to develop her records further in order to monitor and track children's progress more efficiently. The child minder mainly provides a self-directed learning environment where children follow their interests by choosing the resources they want to use, in both the indoor and outdoor environments. She extends children's learning and ensures that she engages with them effectively during their play activities. The child minder is clearly aware of their routines and consistently offers them opportunities to engage in directed activities but allows them to choose when they want to interact with her. She further supports children's independence and promotes socialising by engaging with them at snack and mealtimes. She uses some incidental Welsh with the children and is keen to develop this further.

Environment

Good

The child minder provides a clean and safe environment which is welcoming and stimulating for the children. The child minder keeps a record of visitors to the setting and ensures the premises are secure; the front door is locked once the children arrive, and the outdoor garden area is securely enclosed. She completes regular fire drills and safety checks to ensure any potential hazards are monitored and minimised. The child minder completes thorough risk assessments to ensure any potential hazards are monitored and managed effectively. She supervises children well and understands the difference between acceptable and unacceptable risk for the age group of children she cares for.

The premises are bright, warm and welcoming. The living room area used by the children is spacious and filled with natural light. The outdoor space is accessed through the living room area, which enables the children to engage in free flow play between the indoor and outdoor environments. This enables the children freedom to explore and play independently. She organises her home well so that it provides a good range of play opportunities suitable for all the age ranges of the children in her care. The environment offers plenty of floor space to play and move freely between the spaces available. The children easily access the downstairs bathroom, which is clean and well maintained.

The child minder provides a wide range of resources to support children's play and development. The layout and design of the environment promotes children's independence as there are low level natural storage boxes which make it easy for children to access the resources by themselves. The child minder provides some interesting activities and play equipment. For example, there is a good range of messy play activities, dolls, books, craft, vehicles and appropriate outdoor equipment. The children particularly enjoy playing with the natural resources in the indoor environment, however there were fewer similar opportunities outdoors. The children would benefit from further opportunities to engage in natural resources outdoors to develop their curiosity and extend their learning.

Leadership and Management

Good

The child minder is generally organised and committed to providing a good service. She responds positively to suggestions on how to improve the service. For example, she has met all the recommendations from her previous inspection. The child minder creates a very calm and positive ethos in the setting. She maintains and shares an up-to-date statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. The child minder has an effective set of policies that are reviewed annually. She effectively maintains the required records, including registers and accident forms. The child minder has up to date car documents and is registered with the Information Commissioners Office (ICO).

The child minder effectively reviews and reflects upon her service and produces a good quality of care review. She seeks feedback from parents and children to support her review, which enables her to consider the strengths of her service as well as areas for improvements. She continually considers the areas she could improve in order to promote better outcomes for the children in her care.

The child minder recognises the importance of training and continuing her professional development. She completes all mandatory training when relevant and she has completed additional training to develop professionally. This ensures she is able to meet the needs of the children in her care. However, the child minder had not ensured all relevant household members had a current Disclosure and Barring Service (DBS) check in place. Following the inspection visit, the child minder addressed this immediately. She applied for the relevant checks, and implemented a system for annual updates to ensure it does not happen again.

The child minder communicates effectively with all parents and carers. She has contracts and permissions in place for each individual child and keeps all the relevant information to meet children's individual needs. The child minder keeps parents well informed through verbal communication and messaging. Parents and carers are very happy with the setting and commented, "*Our child is very happy with Marianne,*" and "*My child is developing well with Marianne.*" The child minder ensures there are clear procedures in place for sharing information and providing support should any concerns arise about a child's progress or development.

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
26	No record kept of medicines administered	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 13 (Child Minder) - Suitable Person	Ensure the relevant suitability checks are completed when required.
Standard 7 - Opportunities for play and learning	Develop appropriate records for planning, observation, and monitoring children's development.

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)
Continue to develop children's curiosity and extend their learning further by providing more authentic resources in the outdoor environment.
Provide additional opportunities to develop children's independence further.

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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