



Inspection Report

Natalie Karrie

Bridgend



Date Inspection Completed

19/09/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.24 October 2017
Is this a Flying Start service?	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.

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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, settled and have good opportunities to make choices. They are confident and have strong relationships with each other, the child minder, and her assistant. Children follow their own interests and are developing their independence skills well.

The child minder implements her policies and procedures effectively. Children are safe, secure, and healthy. The child minder is very kind, caring and supports children's needs successfully.

The child minder's home is a safe place for children. She provides children with interesting resources and equipment. Children have access to a range of facilities both inside and outside, regularly visiting local areas of interest.

The child minder runs her service well. She is organised and responds promptly to address improvements within her setting. One area for improvement has been noted and several recommendations have been highlighted as part of the inspection process.

Well-being**Good**

Children have good opportunities to make choices and decisions about what activities and resources they want to play with. Children can decide to play inside or in the outside playroom. They confidently choose what they want at snack from the selection available. Children are listened to when they express themselves. For example, children can keep dressing up clothes on, when undertaking different activities in the house.

Children are happy, settled and cope well with separation from their parents or carers. They have positive relationships with each other, child minder and child-minding assistant. Children receive support and reassurance, having regular cuddles and comfort. They contently sit next to the child minder when engaging in play activities. Their needs are recognised and supported. We saw children comforted to sleep when they are tired. Children are familiar with routines. For example, at mealtimes, sleep times and during activities.

Children express enthusiasm and enjoyment. They babble, smile, and interact with each other and adults. Younger children are beginning to cooperate with each other. For example, during a construction activity, children play alongside one another. Children help each other by finding one another shoes when getting ready to go outdoors. They are learning to share with support from adults. Children confidently explore the environment and engage in play opportunities.

Children are interested in their play and learning. They follow their own interest and engage in activities of their choice. For example, when playing with a wooden arc they developed the resource into a slide. Children confidently use an easel and chalk board to mark make, explore the home corner, and competently use role play equipment to be builders. They access a range of opportunities at the child minders home and in the local area, which promote their all-round development.

Children are developing their independence skills well. They support the child minder when tidying up and follow instructions. Children feed themselves at mealtimes and are provided with support, if needed. Younger children are encouraged to dress themselves and are learning to access the bathroom with support of the child minder.

Care and Development**Good**

Overall, the child minder understands and implements policies and procedures to promote safety for children. The child minder and her assistant hold current child protection, first aid and food hygiene certificates. The child minder is aware of her responsibility to safeguard children, appropriately responding to safeguarding scenarios. Accident and medication records are complete and signed by parents. Following the visit, the child minder has implemented incident sheets and added further detail to medication records. The child minder has systems in place to meet allergies and dietary needs. Parents provide meals and snacks for children, which are appropriately stored in the fridge. Overall, there are suitable cleaning and hygiene practices in place. Children wash their hands before meals and after contact with the family pet. Highchairs, trays, and tables are cleaned after use. However, the child minder has inconsistent practices in relation to nappy changing.

The child minder understands her behaviour management policy and implements positive strategies successfully. For example, effectively using distraction techniques. The child minder competently engages with children at their level, sitting on the floor with them. She knows them very well and has good knowledge of their needs. The child minder regularly offers encouragement and praise. We heard her say, "*Well done*" and "*Good job – high five!*" and promote good manners. She interacts with warmth and kindness. We saw the child minder develop and extend play opportunities with the children. For example, in role play and whilst using construction toys. The child minder is a good role model, sitting with children at snack time, singing songs and promoting an engaging and interactive social time.

The child minder is aware of children's individual development, although does not keep any formal records. Following the inspection visit, the child minder has confirmed she will introduce development records, linking them to planning and next steps for children. The child minder provides a range of learning activities. For example, supporting children's learning by counting out play rocks during construction play. She values children's attempts at communication and recognises non-verbal cues. The child minder is aware of additional learning needs, with systems in place to seek support and signpost parents if needed. The child minder accesses resources and professionals to further meet children's individual needs, if required. They celebrate some festivals and promote diversity through the resources available. No Welsh was heard during the inspection visit. The child minder confirmed children regularly go on walks, visit local parks, beaches, play areas, and play groups.

Environment

Good

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and well maintained. There is a front entrance with a ring doorbell, she ensures all visitors sign in. The child minder has varied risk assessments in place, which are updated and reviewed when any changes occur. These include regular venues and trips. She ensures daily visual checks are complete. The child minder undertakes and records regular fire drills. She ensures annual gas safety checks are in place. Cleaning routines reflect overall good hygiene. Stair gates are in place in the playroom and to prevent access to other areas of the house.

Children have access to a playroom, kitchen-diner, and downstairs bathroom. Outside there is a further exterior playroom and secure garden. There is direct access into the garden from the kitchen, which allows for free flow. A range of resources are available within each area of the home to allow children the opportunity to choose where they want to play.

The environment meets the children's needs and enables them to reach their full potential. Inside, there is a range of equipment available to children. The playroom has a variety of resources and equipment, available at low level for children to access. More equipment is stored within the outside playroom. The outdoor play space is secure, and provides play opportunities with a mud kitchen, sand/water tray, slide, picnic table and space for gross motor play.

The child minder provides an interesting range of suitable quality, developmentally appropriate play and learning resources allowing children a variety of choice. For example, small world play, sensory activities, reading books, role-play activities, musical instruments, and computer/ board games. There is suitable equipment for the ages of the children who access the service. For example, prams, highchairs, and travel cot. The child minder confirmed she has a range of car seats which are suitable for children from birth to twelve. The child minder monitors equipment to ensure safety for children.

Leadership and Management

Good

The child minder runs her setting well and complies with the national minimum standards and regulations, most of the time. The child minder ensures accurate records are in place. Registers with actual times of children's arrival and departure are maintained, alongside a record of who is caring for children and any household members present. All household members and the child-minding assistant have up to date disclosure and barring service (DBS) checks. The child minder has an up-to-date Statement of Purpose and keeps Care Inspectorate Wales (CIW) up to date with any changes at the setting via her online account.

Children have accurate and complete contracts, with a range of consent forms in place. Following the inspection, the child minder has updated these to include contact with the family pet and sleeping arrangements. The child minder reviews her policies. However, some require further development to reflect changes in legislation and guidance. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioners Office) and car documents.

The child minder reviews and evaluates her service well. She has a recent quality of care report, which includes parental and children's views. The child minder keeps up to date with mandatory training and uses resources available to her through her memberships, undertaking training and accessing grants. She is aware of updates in guidance and legislation.

The child minder's assistant does not routinely work at the setting, but is available, if needed. Following the inspection visit, a staff file was provided with complete staff checks in place. The child minder confirmed references were also in place. The child minder supervises her assistant, although there are no formal records of supervisions or appraisals. This is an area for improvement, and we expect the child minder to take action.

The child minder works with other professionals, including the local authority and has strong links within the local community. She promotes positive partnerships with parents. Keeping parents up to date, through private messages and verbal conversations at the start and end of the day. As part of the inspection, we have gained feedback from parents. Comments received via an online questionnaire, are very positive. Including comments such as, *"Since joining Natalie's child minding service my child has flourished"* and *"Our child always has a full fun packed day with plenty of opportunities to explore and learn new things"*.

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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29	The registered person has not undertaken an annual appraisals or supervisions with the child minding assistant. Ensure child minding assistants receive regular supervisions and annual appraisals.	New
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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 10 - Healthcare	Ensure consistent hygiene practices are undertaken during nappy changing
Standard 7 - Opportunities for play and learning	Ensure children's development is recorded to help plan for their next steps
Standard 18 - Quality assurance	Ensure policies and procedures are updated to reflect any changes to guidance and legislation

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)
Develop the use of Welsh within the setting

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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