



Inspection Report

Rhiannon Howard

Llantwit Major

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/04/2024

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About the service

| | |
|---|--|
| Type of care provided | Child Minder |
| Registered places | 10 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | 19 February 2018 |
| Is this a Flying Start service? | Yes |
| Does this service promote Welsh language and culture? | The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |

| | |
|--|-------------|
| <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 feel safe and happy at this setting, including new children. They feel comfortable and relaxed, as they know their choices and preferences are valued. Children's interactions are positive. They enjoy their play and learning activities. Children's independence is developing well.

The child minder keeps children safe and healthy. She ensures they have plenty of indoor and outdoor activities. Interactions between the child minder and children are good. The child minder promotes children's play, learning and development well and records children's progress.

The child minder has policies and procedures in place and ensures the environment is suitably safe, secure, and well maintained. She provides a range of play and learning resources to ensure children have a variety of choice. Resources are of good quality and condition.

The child minder runs the setting well and she is organised. She seeks views of parents and completes an annual quality of care report for the child minding setting. Partnerships with parents are good.

Well-being**Good**

Children have a good voice. Their choices and preferences are valued. They play freely and decide what toys and activities they would like to play with from the good selection available. Children are effective communicators and make their own decisions about their play. For example, they confidently told the child minder when they wanted their lunch and what they wanted to play with next.

Children feel safe and happy. They positively engage and chatter away with the child minder, receiving nurturing and appropriate responses. Children are very settled, relaxed and feel quite at home, including new children. They display confidence with the child minder and are completely at ease with her. Children feel a sense of belonging through their art work and photos being displayed in the child minder's home. Children show good manners and respect towards others. They politely say "*please*" and "*thank you*".

Children's interactions are positive. They engage well with the child minder and each other. They smile and laugh as they chat and play happily. They enjoy listening to the child minder reading a story and role playing with them. Children share the kitchen role play items well and use their imagination effectively when they role play with the dolls. Children listen to instructions from the child minder well. For example, when she encourages them to search for the dolls blanket themselves in the toy box.

Children enjoy their play and learning activities. They excitedly set up a role play shop with items to sell and have great fun playing hide and seek. They have good opportunities to initiate their own play and to influence their activities. Children can access toys that interest them and choose what to play with. Children's individual interests are taken into account and the child minder provides resources to enhance their experiences. For example, children enjoy outdoor play, and the children became excited when the child minder told them she had purchased a new slide.

Children's independence is developing well. They are encouraged to do as much for themselves as possible in line with their age and stage of development. Children are able to help themselves to the toys in the boxes and independently choose a book for story time. They know to take their shoes off and put their coats and bags away after school and they manage this with little help from the child minder.

Care and Development

Good

The child minder keeps children safe and healthy. She is confident about her responsibilities to protect children. She responds well to safeguarding scenarios and understands the procedures well. The child minder follows a safe procedure during the school run and ensures children are safely secured in the buggy. She provides snacks and drinks when needed, although most children bring their own lunch boxes. The child minder ensures children wash their hands at appropriate times, however handwashing is not always completed in a timely manner before snacks. She provides children with their own individual towels to dry their hands. The child minder ensures children have plenty of outdoor play and fresh air. She has valid safeguarding, paediatric first aid and food hygiene training certificates. The child minder has appropriate records for any accidents or incidents and records the administration of medication. However, she does not always ensure that signed written parental consent is obtained to administer medication following electronic parental permission.

Interactions between the child minder and the children are good. There is a positive relationship between her and the children. She manages children's behaviour and individual needs well. The child minder encourages children to share and to be kind. She praises good behaviour and promotes their self-esteem well. The child minder also praises their achievements, such as when a child managed to sit at the table unaided and when a child showed another child where their hand towel was. Interactions are positive demonstrating respect, warmth and kindness.

The child minder provides a nurturing and caring atmosphere and gives responsive care. She is aware of the children's individual needs and maintains written developmental records, and plans for their next steps. She knows the children well and has a good understanding of each child's individual needs and routine. The child minder encourages children to share news about their day at school and their pet animals, extending their learning. For example, "*What colour is your dog?*" and "*What is that colour in Welsh?*". The child minder is a Welsh speaker and actively uses simple Welsh phrases with the support of learning resources and also provides children with books and toys which promote the Welsh culture.

Environment**Good**

The child minder ensures the environment is safe, secure and well maintained. A stair gate is situated at the bottom of the stairs, preventing children accessing the first floor. The child minder uses a visitors' book to sign people in and out of the premises and identification badges are checked on arrival at the setting. The child minder does not keep a record of household members present when child minding takes place. The child minder provides a homely environment. She has developed appropriate risk assessments, which are reviewed regularly. However, the child minder does not always date the risk assessments when the review takes place. The child minder completes regular fire drills and keeps appropriate records. Heating safety checks are in place and cleaning routines reflect suitable hygiene practices.

The property is clean and welcoming. The toilet is situated on the ground floor and the child minder ensures she supervises and supports the younger children when required. The child minder uses her kitchen/dining area and sitting area for child minding. There is access to a secure rear garden and a separate space, if needed, for sleep or quiet time. The child minder organises the environment appropriately to provide a good range of play opportunities and space suitable for the age ranges cared for. There is a secure outdoor garden where children can access from the dining area which provides children with regular opportunities for fresh air and physical play. We did not see the children play in the garden during our visit.

The child minder ensures children can access a variety of age-appropriate furniture, toys, and equipment. She provides a range of resources for the children, including creative, role play, language, and small world resources. There are plenty of toys to keep the children's interest. Storage boxes are labelled and stored at low level so that children can easily identify the contents and help themselves. Any items stored at a high level or in the garage can be requested. There are some resources such as books and dolls that promote an awareness of different cultures and diversity. The child minder told us that she promotes the Welsh language frequently with older children and celebrates some festivals such as Diwali.

Leadership and Management

Good

The child minder is organised and runs her service appropriately. She engages positively with CIW and addresses any recommendations. The child minder has an up to date statement of purpose which reflects the service provided. The child minder has a range of policies and procedures, which she reviews annually. She ensures that children's records and documentation are accurate and complete, to include a range of permission forms and a children's register. The child minder does not always ensure that the register is updated when children leave the setting. The child minder has up to date certificates such as public liability insurance, ICO (Information Commissioner's Office) and car documents, although does not use her vehicle often for child minding purposes.

The child minder reviews and reflects upon her service and produces a quality of care report. She seeks information from parents to support her in the evaluation of her service and provides an opportunity to make suggestions for improvements. The child minder is committed to developing her business to ensure that she provides a good quality service. The child minder is considering improvements to the parent feedback process and to improve the resources and opportunities for children to benefit them further.

The child minder is suitably qualified and has completed the required training courses, such as safeguarding, first aid and food hygiene. She is committed to developing her own professional development by attending various training courses and is in the process of completing an additional qualification. Disclosure and Barring Service checks (DBS) for herself and household members aged over 16 years are valid.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly through verbal and electronic means. The child minder makes good use of her local community. For example, she takes children on trips to various places such as parks, which benefit the children's development and learning. The child minder successfully works closely with other child minders in the area.

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|-----|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
|-----|--|-----|

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 appropriate hygiene practices are followed at all times. |
| Standard 11 - Medication | Ensure written permission is obtained from parents following receipt of any electronic parental consent to administer medication. |
| Standard 5 - Records | Ensure records of attendance are updated when children leave the service. |

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) |
| Ensure records are kept of any adults present when child minding take place. |
| Ensure risk assessments are dated when reviewed. |

| 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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