



Inspection Report

Rachel Daniel

Swansea



Date Inspection Completed

02/02/2023

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About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.8 December 2017
Is this a Flying Start service?	Click or tap here to enter text.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.

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

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

Summary

Children are confident, happy and enjoy their time at the child minder's home. They smile, laugh, and engage well. They have good choices and make effective decisions about what they want to do.

Overall, the child minder understands and implements policies and procedures to promote children's safety. She has positive relationships with children and knows them very well. She supports children successfully, offering encouragement and praise.

The environment is secure and maintained to a suitable standard. Children have access to a range of developmentally appropriate play and learning resources.

Overall, the child minder manages her service suitably, she is organised and has made improvements following the last inspection. She works well with parents and other professionals. We, CIW (Care Inspectorate Wales) have made four recommendations at the end of this report.

Well-being

Good

Children are confident communicators, both verbal and non-verbal children express themselves well. For example, children ask for snack and drinks, with their wishes acted upon. They have good opportunities to make choices and make decisions about what activities and resources they want to play with.

Children are settled and cope well with separation from their parents or carers. They have formed positive bonds of attachment with the child minder and other children at the setting. Children receive support and reassurance, having cuddles and comfort, if needed. For example, when waking from sleep. Children have a strong sense of belonging and are familiar with routines. For example, at mealtimes and at sleep times.

Interactions between children and child minder are strong. Children are learning to share toys and be respectful. They express enthusiasm and enjoyment when playing together. We saw children laugh and engage with the child minder when interacting in music and movement, singing songs, and doing actions. We saw them sing '*wind the bobbin up*', competently dancing and completing actions.

Children are interested in their play and learning. They follow their own instincts and interests. For example, they independently access the dolls and engage in role play opportunities. We saw children laughing and cuddling dolls, mimicking, and copying interactions. We saw children and the child minder engage in farm puzzles, talking about animals they have seen at the local community farm. Children access opportunities indoors and outdoors that promote their all-round development.

Children are developing their independence skills positively. The child minder confirmed that older children access the bathroom to wash their hands, whilst younger children are supported to wipe hands and feed themselves at mealtimes. Children listen well to the child minder. They follow any instructions given such as helping to put toys away and tidy up. Children can choose to engage in activities or select resources independently.

Care and Development

Good

The child minder has suitable cleaning and hygiene practices in place. For example, regularly washing hands, cleaning tables, and following the nappy changing practices effectively. The child minder understands her responsibilities to protect children, confidently

answering child protection scenarios. However, safeguarding and food hygiene training was out of date. The child minder holds a current first aid certificate. The service provides a range of snacks and meals for children, with a simple menu in place.

The child minder understands and implements her behaviour management policy successfully. Children are praised for their efforts and positive reinforcement is used competently and with genuine reactions. We heard “*good girl*”, “*well done, da iawn*” “*clever girl – wow!*”. She is sensitive to the needs and experiences of children and individual efforts are recognised. The use of non-verbal communication and visual cues are recognised and acted upon. For example, when a child wanted snack, the child minder acted upon the non-verbal communication. She clearly knows the children very well. Children rest or have quiet time in the lounge on the sofa or in a pram.

The child minder provides children with a broad range of play and learning opportunities. We saw the child minder supporting children in completing a puzzle, counting and animal recognition was promoted. Role play opportunities stimulate and develop children’s understanding. For example, children pointed at parts of the body. They were named and recognised on both the doll and the child minder.

The child minder has a strong understanding of individual children’s development and recognise the key milestones they achieve. Although, there are no records in place to evidence this. The child minder implements basic themes and ideas. However, there is no formal planning. She understands additional learning needs and her role to support and signpost parents to seek additional help, if needed. The child minder promotes a range of celebrations, with a variety of art and craft equipment. Some simple Welsh language is spoken with the children. The child minder gives children a variety of interesting opportunities, often visiting local libraries, parks, play groups and community farm.

Environment

Adequate

The child minder has suitable systems in place to keep the environment safe and secure. Doors are locked, outside areas are secure with fencing and gates. Overall, the facilities in use are clean and appropriately well maintained. Stair gates are in place to prevent unsupervised access to the kitchen and upstairs. Pet dogs are kept in the kitchen, separate from the children, a rabbit and its cage are within the hallway. The child minder completes

basic risk assessments for the house, pets, garden, and school runs, although these are not dated. Fire drills and tests have been completed regularly, with records in place. Heating maintenance checks are current.

The child minder provides children will full use of a playroom, living room and access to an upstairs bathroom. Rooms are bright and comfortable. The playroom has a range of displays and posters which promote children's learning, including house rules and child friendly evacuation poster. The garden has recently been upgraded, with areas for different activities, including growing, patio and grass areas. The child minder confirmed children use the outside frequently, when the weather is suitable.

The child minder ensures children have access to suitable furniture, equipment and toys that are appropriate for their age, needs and stage of development. We saw small world, cause and effect toys, stacking cups, puzzles, books, and role play resources within the indoor environment. Generally, equipment is at low levels, for children to independently access. The child minder provides some toys and resources that promote diversity. Basic Welsh is promoted within the service.

Leadership and Management

Adequate

The child minder has acted upon some of the recommendations following the last inspection. She has achieved compliance in four areas of improvement noted at the last inspection. The child minder has acted positively during this inspection. Overall, the child minder is organised and is making improvements to the management of her service.

The child minder ensures a suitable range of policies are in place, although some require updates to reflect current practice and review dates. Public liability insurance is in place and she is registered with the Information Commissioner's Office. The child minder ensures children's contracts and consents are in place. Although, these could be further developed to include pets within the home. Accident, incident, and medication records are available. None had been completed recently, as they have not been required. The child minder keeps accurate records of children's attendance. Following the inspection, she now ensures she records when her own children are present.

The child minder has sufficient systems in place for the annual review of the quality of care. Following the inspection, the child minder has provided a review for the year 2022. She takes on board parental and children views when completing the review, although these are not included. The child minder seeks training opportunities to develop her service. For example, she is undertaking training to enhance children's use of physical resources such as bikes and scooters. The child minder has strong links with the local primary school, community projects and play groups.

The child minder promotes positive partnerships with parents. She keeps parents up to date regularly. She encourages written information in a daily diary, for younger children and verbal communication during drop off or pick ups of children. The child minder also uses private and group messages to remind parents of key information. As part of this inspection, we received comments from parents, which include "*The care my child receives from Rachel is wonderful. She encourages all areas of development and independence.*"

Recommendations to meet with the National Minimum Standards

- R1. Ensure safeguarding and food hygiene training is updated regularly
- R2. Ensure children's development is formally recorded and planning supports next steps in children development
- R3. Ensure all documents reflect current information, including dates and reviews
- R4. Ensure consent forms include handling pets and contact with pets.

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
28	The child minder had not created a staff file in relation to her new assistant	Achieved
30	Whilst the child minder had noted the day that her assistant helped, there was no record of the times that he was caring for the children	Achieved
38	The child minder had not undertaken and recorded fire drills or evidenced that smoke alarms had been tested.	Achieved
26	The child minder had recorded medication administered in the children's diaries but she did not have a record for herself.	Achieved

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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