



Inspection Report

Charlotte Goldup

Brecon



Date Inspection Completed

26/04/2023

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	1 April 2020
Is this a Flying Start service?	Manual Insert] 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>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children feel safe and happy at this setting. They are comfortable, relaxed and can make choices about the things they do. Children's interactions are positive. They enjoy their play and learning activities. Children's independence is developing well.

The child minder and her assistants keep children suitably safe and healthy. They ensure children have a balance of indoor and outdoor play and activities. Interactions between the adults and the children are very good. They promote children's play, learning and development well.

The child minder ensures the environment is safe and secure. The property is well-maintained, clean, spacious and welcoming. Resources are of good quality and in good condition.

The child minder has a clear vision for her setting which she shares with her assistants. They work well together and strive to provide a high-quality provision. The child minder consistently looks for areas for development and quickly takes onboard recommendations made to her. Overall, she runs the setting effectively. The child minder develops good relationships with parents and other professionals.

Children have a strong voice at this setting. They can move between rooms or around the garden and choose what they play with from a good range of toys and resources. Children communicate confidently in a variety of ways because they know adults will listen to them. For example, when a young child spoke to an assistant, the assistant smiled, nodded and repeated back what the child said clearly.

Children are very happy and settled with the child minder. They experience flexible routines, and their individual needs are known, valued and respected. For example, children eat lunch at times that fit around their sleep patterns. As a result, they develop confidence and form close bonds with the childminder and her assistants.

Children interact and behave very well as is appropriate for their ages and stages of development. Younger children play alongside each other, and older ones manage their behaviour well. There is a friendly and calm atmosphere and older children are developing friendships well. They are learning to be kind and respect others, to share and to take turns. Children are familiar with routines and follow adult directions, such as when they ask children to help tidy up. This helps children develop a sense of belonging.

Children enjoy their play. They have extended periods to choose what they want to do, constructing their own play using the resources provided for them. They laugh excitedly as they spin round in the revolving chair, chanting round and round the garden with an assistant. Children chat happily to each other and adults as they concentrate on drawing pictures or looking at picture cards.

They have very good opportunities to learn and develop from the experiences and activities available. Older children enthusiastically chose to play football and a target game with hoops. Moving on to exploring shapes with playdough or looking at books. Younger children spent an extended period filling up watering cans and helping to water plants. This helps to develop dexterity, and knowledge of how to look after plants while encouraging perseverance with their task. Children also have worthwhile opportunities to take part in more structured activities such as making pictures of birds' nests or story time.

Children have opportunities to develop their independence and self-help skills. They make independent choices about what they want to do. As they get older, they manage their own personal care such as washing hands. Most children eat independently, and many take off their own shoes and know where to store them safely when they come in from the garden.

Care and Development

Adequate

Overall, the child minder and assistants work well to keep children safe and healthy. They ensure children can spend lots of time outside in the fresh air. The childminder provides some food which is healthy and nutritious, and some is provided by parents. She has a system for managing allergies and food preferences. The child minder follows good hygiene practice in relation to nappy changing, and food preparation and serving. Adults ensure children wash their hands before eating and after using the toilet and provide individual paper towels. The child minder and assistants understand their responsibility to protect children. All are confident in knowing what they would do if they had any concerns about children and who to report to. However, assistants were less sure who they should report concerns about the child minder to and the child minder did not always record injuries or marks children have when they arrive at her setting. Since the inspection visit, the child minder has confirmed she now records and monitors these and has discussed reporting arrangements with assistants. The child minder keeps consistent records of children's and staff attendance including the times they arrive and leave. However, she did not record when staff or children leave the premises to collect from or drop off at school. Since the inspection visit, she has confirmed she has put in place a system to do this. The child minder has suitable systems in place to record accidents and safe administration of medicine. However, she did not have a format for more detailed care plans. For example, should a child need an auto injector, inhaler or have more complex health needs. Since the inspection, the child minder has provided an appropriate format for this.

The child minder and assistants interact with children in a calm, kind, caring and positive way. They know the children well. This builds friendly and close relationships. They deal with any minor issues sensitively using positive techniques such as encouraging 'kind hands', and distraction. Adults speak respectfully to children and each other and are good role models for children.

The child minder and assistants support children's learning and development well through the experiences they provide and meaningful interactions. They use questions effectively to help build confidence. For example, '*What colours can you see? Well done for noticing white, I didn't notice white*'. They praise children for their achievements and efforts such as when painting a picture, saying '*look at that, beautiful*'. Adults used some Welsh during group times. The child minder plans interesting activities but also ensures children have lengthy periods to become involved in their play. Adults make useful observations of children and use them to help track their development and inform planning. Each child has their own scrapbook which the child minder shares regularly with parents. The child minder ensures she identifies children who may have additional learning needs and is proactive in seeking help to support them from other professionals.

Environment

Good

The child minder ensures her home is secure, safe and clean. For example, she ensures children cannot open external doors and gates. She keeps records of visitors to her setting. She keeps comprehensive records of daily safety checks, cleaning schedules and kitchen procedures such as recording she has checked fridge temperatures and probed food. The child minder ensures her home is well maintained and carries out relevant building safety checks in a timely manner. She carries out regular fire evacuation practices which are recorded. The child minder has a written risk assessment in place to support health and safety considerations although this lacked detail. For example, several safety features were in place that she had not noted in the risk assessment, such as gates at the top and bottom of the garden steps, closing the door when the kitchen is not in use, security features and safe sleeping arrangements. Since the inspection the child minder has updated her risk assessment, although it still lacks some detail.

The child minder provides a welcoming, comfortable and friendly environment for children. Her home is light, bright, and has ample space for children to play and learn. Children have use of the living room, playroom, kitchen/dining room and the downstairs bathroom. The layout allows children to move around freely. Toys and resources are accessible at children's height which allows them to choose what they want to play with. The child minder provides suitable sleep space in two upstairs bedrooms. There are suitable nappy changing facilities in the downstairs bathroom. Children can access a well-resourced garden from either the kitchen or living room and the child minder told us in better weather they have more free flow access between inside and outside. Outdoor resources and experiences successfully support children's learning and development.

The child minder provides a good range of resources, appropriate for a range of ages and interests. All the resources are of good quality, clean and in good condition. Some resources promote multiculturalism and diversity. The child minder told us she is beginning to develop her use of natural and more open-ended resources.

Leadership and Management

Adequate

The child minder has a good vision for her setting and promotes a positive ethos. She is committed to providing a safe, high-quality service and works well with assistants to provide positive experiences for children. However, we found some elements of administration did not always meet regulations or the National Minimum Standards. For example, the child minder has a range of policies and procedures to support the safe and smooth running of the setting, but a number of these did not meet regulations or lacked detail and some up-to-date information. The child minder has not regularly reviewed or updated her policies, procedures or paperwork. Since the inspection visit, the child minder has submitted updated documents to address most of this. For example, she has revised her Statement of Purpose, reviewed and revised policies such as Child Protection, Behaviour Management and Complaints and has added new policies covering Whistle Blowing and what to do should a child's parents or carers not collect them.

The child minder reviews the quality of her care annually and produces a report. She gathers views from parents and, informally, from children and assistants. The child minder makes some evaluation of the impact on children of her provision. She uses her review to identify areas she would like to develop.

Overall, the child minder follows safe recruitment procedures although some required paperwork was missing from staff files. Since the inspection, she has confirmed this is now in place. The child minder ensures in date Disclosure and Barring Service (DBS) checks are in place for herself, assistants and relevant household members. However, although one household member had an in-date DBS check, it had not been viewed by Care Inspectorate Wales (CIW) within permitted timescales. The child minder subsequently submitted a new DBS application. The child minder and her assistants have relevant childcare qualifications and complete mandatory training. However, they had not recently completed safeguarding training. Since the inspection, the child minder has confirmed they have all completed up to date online child protection training and she is sourcing additional level 3 training for herself. The assistants have all worked with the child minder for several years and told us they feel well supported. The child minder carries out annual appraisals but does not undertake regular supervision meetings with them in between as is required by regulation. Whilst no immediate action is required, this is an area for improvement, and we expect her to take action. The child minder ensures adult to child ratios are consistently maintained and puts in place suitable arrangements to cover lunchtimes and school runs.

The child minder develops good partnerships with parents. She puts in place a contract for each child and collects relevant information and permissions to ensure she can meet children's individual needs. She communicates verbally with parents daily and each child has a daily feedback diary. We saw some extremely positive feedback from parents in the information gathered to inform her quality-of-care review.

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
9 (1) (b)	The childminder must ensure she acts with sufficient care, competence and skill and that she notifies CIW of significant events within 14 days after the event occurred.	Achieved

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
29	The child minder must ensure she provides assistants with appropriate supervision meetings that support them in their development and role.	New
24	first aid had expired 27/2/19 following inspection the child minder booked on to first aid course - 28/11/19 in addition the child minder was leaving children in the sole care of the assistant who did not have first aid - child minder also booked assistant on course and agreed will not do in future unless suitably qualified	Achieved
29	the child minder had not undertaken an appraisal for assistant for over 12 months (last one took place in March 2018 - included in the NC notice	Achieved
28	The staff file for the assistant did not contain a full work history without gaps and two references. The DBS certificate is to be sent to CIW.	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 7 - Opportunities for play and learning	Continue to develop the use of Welsh in a more everyday context.
Standard 14 - Organisation	Ensure all policies, procedures and documentation contain sufficient detail to reflect and support the safe and smooth running of the setting and are regularly reviewed and updated.
Standard 18 - Quality assurance	Consider developing a more comprehensive action plan from the quality of care review to support making the improvements you identify.

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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