



## Inspection Report

**Tahera Begum**

**Cwmbran**



**Date Inspection Completed**

28/04/2023

## About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	3 September 2019
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 feel secure, happy, and comfortable with the child minder. They play freely, are contented, and confidently communicate their needs. Children choose toys and activities which interest them from the selection available.

The child minder understands and implements policies and procedures to promote safety for children. She has positive relationships with children, offering encouragement and praise.

The child minder ensures children are cared for in a safe and secure environment. She creates a welcoming space where children can play and learn in inviting indoor and outdoor areas. The environment is well maintained and equipped with activities and resources that promote children's learning and development.

The child minder manages her setting well. She uses self-evaluation effectively to make positive improvements and she considers the views of parents and children. The child minder works in partnership with parents to ensure children's individual needs are met.

**Well-being****Good**

Children are happy, settled and enjoy their time at this setting. They have a strong voice and feel comfortable to express themselves. Children chat happily with the child minder and their ideas and opinions are valued. They have many opportunities to make choices and decisions. For example, they play freely, choosing which toys and activities to play with.

Children feel safe and secure in the child minder's care. They develop positive relationships with the child minder and feel completely at ease with her. Children know the daily routines well, helping them to feel relaxed and confident in their surroundings. For example, older children arriving after school know to take off their shoes, putting them away neatly, and then wash their hands ready for snack.

Children are respectful and interactions between children and the child minder are consistently good. Children learn to be well mannered, saying please and thank you at appropriate times. They respect the resources, using them appropriately and helping to tidy up when asked to do so.

Children are engaged in their play and confidently choose activities that interest them. For example, one child showed enjoyment and sustained interest as they built models using small construction blocks. They told us they enjoy coming to the setting and loved playing card games with the child minder and playing with their friends. Children have freedom to explore their indoor and outdoor environment and can choose to relax and have quiet times.

Children have many opportunities to develop their independence and are self-sufficient within the setting. For example, tidying away cups and plates after snack time and accessing resources and toys independently. Facilities such as the toilet and handwashing are accessed independently by children who can do so. Children are actively encouraged to participate in the decision-making process with regards to how they spend their time at the setting. This encourages children's independence and raises their self-esteem.

**Care and Development****Good**

The child minder has a good understanding of how to keep children safe and healthy. She understands the need to safeguard children and the procedure she should follow if she has concerns about a child. The child minder keeps a register of children's attendance and any visitors to the home; however, she does not consistently record times of arrival and departure. Effective hygiene practices are in place, with regular cleaning routines followed to help prevent the spread of germs. For example, surfaces are cleaned before food preparation/mealtimes and handwashing is undertaken regularly. The child minder offers healthy snacks and encourages parents to provide a healthy packed lunch for their child. Information regarding children's dietary and allergy needs is gathered before children begin at the setting, however there is no allergy policy in place to support this. Regular opportunities are available for children to get fresh air and exercise. For example, the child minder allows children to freely access the garden and frequently takes children to the local park.

The child minder has a lovely, warm manner with the children. She engages positively with the children and respects what they say. There is an appropriate behaviour management policy in place which promotes the use of positive strategies. The child minder has a good understanding of child development and its impact on children's behaviour. House rules are clearly displayed to act as a reminder for children. The rules have been written in consultation with older children which gives them ownership and responsibility for their behaviour.

The child minder knows the children very well and provides play opportunities and resources according to their interests and needs. She promotes a calm and happy atmosphere which gives children the confidence to explore and learn. The child minder has effective systems in place to track children's development which enable her to help children progress. She works well with outside agencies to support children with additional learning needs.

The child minder makes sure the premises are safe and secure. External doors are kept locked and the garden is surrounded by secure fencing. This ensures there is no unauthorised access and children are unable to leave unsupervised. The child minder completes risk assessments, so any hazards are identified, eliminated where possible, or managed effectively. Daily checks and cleaning routines are completed to ensure no new hazards have arisen and the environment is safe. Records show that the child minder carries out regular fire drill practices with the children, but there are no records in place to evidence that smoke alarms are regularly checked. The child minder maintains current public liability insurance, although the home's gas safety certificate had expired. The child minder acted promptly to address this.

The environment is clean and well maintained. It provides a light, bright and spacious area for children to play and learn. Children have use of a spacious lounge for play, the kitchen for meals and messy activities, as well as access to a bathroom downstairs. There is a good range of toys and resources for children to choose from, including toy vehicles, construction toys, arts and craft materials, role play items and both Welsh and multicultural games and books. Toys and games are well organised and stored in boxes at low level so children can reach them independently. Children have access to the garden for outdoor play, which has a variety of resources including a summer house, water/sand table, slide and a playhouse.

The child minder ensures equipment suits the children's age range. Children can sit comfortably at child sized furniture to complete tabletop activities and eat their snacks. Resources and toys are clean, well maintained, in good working order and stored appropriately. The layout and design of the environment promotes children's independence. Children can access toys and resources themselves or ask the child minder to pull out what they want from a wide range of additional resources stored in the summer house. The child minder ensures the play environment is homely and nurturing, providing some interesting activities and play equipment. Diversity is encouraged through investigating and learning about celebrations from a range of cultures with a weekly opportunity to taste foods from different cultures during snack time.

## **Leadership and Management**

**Good**

The child minder has good procedures in place to ensure the smooth operation of her setting. The statement of purpose outlines the details of the service she offers which enable parents to make an informed choice when using her setting. The child minder agrees contracts with parents and has a suitable procedure for obtaining permissions for activities such as accessing emergency medical treatment.

The child minder is reflective and keen to deliver a high-quality service to families. She has met most recommendations made at the last CIW inspection in September 2019. The child minder seeks feedback from parents and children regularly, and uses this information to reflect upon and evaluate her setting. She has completed a quality of care report that includes the opinions of people using her setting and identifies areas of strength and areas for development. For example, in her report the child minder states she would like to use more Welsh language with the children, so has enrolled on a level 2 Welsh course. The report reflects very positive feedback from parents which demonstrates a high level of satisfaction with the service she provides. There is a suitable complaints policy in place which includes information on how older children can raise a complaint.

The child minder keeps up to date with best practice and refreshes her first aid, child protection and food hygiene training regularly. She has undertaken an extensive range of additional training to further develop her skills and understanding. For example, additional learning needs, person centred care, how to create an inclusive setting, working with other professionals and level 1 Welsh. This demonstrates a commitment to improving practice and supporting her own professional development, which in turn improves outcomes for children.

The child minder works closely with parents to help ensure a smooth transition into her care for children. Information about the children's preferences and individual needs are sought before they start and is updated as needed. This ensures children continually receive a good level of care because it takes account of their needs. The child minder provides parents with daily verbal feedback on the well-being of their child.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
38	The provider has not ensure that fire evacuation drills are carried out at suitable intervals.	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 5 - Records	Ensure children's times of arrival and departure are consistently recorded.
Standard 24 - Safety	Keep a record of smoke detector tests.
Standard 24 - Safety	Ensure gas safety check is carried out in a timely manner.

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 an allergy policy to support safe management of dealing with children's allergies.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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